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EVALUATION OF SECONDARY SCHOOL PROGRAMS TO PREPARE STUDENTS FOR WAGE EARNING IN OCCUPATIONS RELATED TO HOME ECONOMICS. FINAL REPORT, VOL. II, APPENDIX.

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Materials used in the evaluation, reported in VT 004937, are included. Section A contains the test battery: (1) survey forms to determine attitudes toward work, (2) descriptive rating scales for employability management, safety, and sanitation, (3) descriptive rating scales for food service workers and child care aides, (4) tests of child care and food service employment preparation, (5) student questionnaires of attitudes, interests, expectations, and self-concept, and (6) an interview schedule. Section B contains communications to student and employer for followup studies and employer and student descriptive rating scales. Section C consists of teacher record forms for work experience, financing, instructional materials, teacher attitude toward course, evaluation of pilot program, pre-teaching and teaching time demands, child care facilities, and food service. Section D is an 18-page bibliography of books, pamphlets, magazines, newspapers, and audio-visual materials classified for occupational home economics, child care, and food services. Section E contains guidance forms to gather information about personal and academic qualifications of students, and Section F lists data analysis information. (FP)

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FINAL REPORT

Grant No. OE 5-85-110

Evaluation Of Secondary School Programs To Prepare Students For Wage Earning In Occupations Related To Home Economics

Vol. II

APPENDIX

OCTOBER 1967

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Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Occupations Related to Home Economics

Vol. II
Appendix

Grant No. OE 5-85-110

2 Helen Y. Nelson and Gertrude P. Jacoby

October 1967

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3 New York State Coll~~ege~~ of Home Economics

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Ithaca, New York

ATTITUDES TOWARD WORK

When young people are asked about their problems, nearly all list as one of their major problems selecting a vocation and worrying about getting and keeping a job after high school. We think the schools could help you meet these problems better if they could understand more fully the attitudes of young people toward work.

This questionnaire is designed to help you express your feelings toward work. It is based on actual statements made by teenagers just like yourselves. We would like to know whether you agree or disagree with the ideas of these young people.

Name: ______________________________

Age: __________

School: ______________________________

Date: ______________________________

DIRECTIONS: Please read each of the statements below and then rate them as follows:

A	a	d	D
Strongly agree	Mildly agree	Mildly disagree	Strongly disagree

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you strongly disagree.

There are no right or wrong answers, so answer according to your own opinion. It is very important that all questions be answered.

A a d D 1. I would like a boss who would listen to my ideas.

A a d D 2. I think holding down a job is a sign of maturity in a person.

A a d D 3. I don't look forward to work unless I can earn enough money to make it worthwhile.

A a d D 4. I want to work for a person who gives me a chance to show my ability.

A a d D 5. I think the boss is there to help you.

A a d D 6. I would like to work with people who live the same kind of life I do.

A a d D 7. I think there are bound to be one or two workers on any job who won't cooperate.

A a d D 8. It doesn't seem as though our school helps people get jobs by making sure they get the training needed.

A a d D 9. My going to work and holding a job doesn't mean much to my country's growth and prosperity.

A a d D 10. The way I am treated on the job is just as important to me as the money it pays.

A a d D 11. I feel I am mature enough to handle some responsibility, and I appreciate its being given me.

A a d D 12. I'd rather stick to the friends I've made in my neighborhood and church rather than take up with people where I work.

A a d D 13. I think the worker has the right to respect and consideration from others.

A a d D 14. I would not be as concerned about the benefits a company has as the salary it pays, when choosing a job.

A a d D 15. I don't think it's right for the boss to ask you to work late since mostly people have their own plans.

A a d D 16. I think the school helps you get a job by training you to have favorable qualities for a job.

A a d D 17. I want a fair salary that I feel my work is worth.

A a d D 18. I think unions are good for group protection, because the employer is bound to listen to so many voices.

A a d D 19. I want a job with which I have had some experience.

A a d D 20. After I start work I hope I can associate with a better class of people than those I go around with now.

A a d D 21. I would like a job which offers a great deal of advancement.

A a d D 22. I want a boss who is kind, but strict.

A a d D 23. I think the employer should see to it that the worker gets the rights that are really important to him.

A a d D 24. So many people these days seem hard to get along with.

A a d D 25. I don't think you should expect to be able to talk and discuss certain problems with the boss just as you would a close friend.

A a d D 26. I think it is part of your job to get along with your co-workers.

A a d D 27. Salary is not the main factor in choosing a job in my case; it is learning and trying to get ahead, and making something of my life.

A a d D 28. I don't think I need to admire my boss just because of his position.

A a d D 29. I think anyone who works should take pride in his job and do the best he can.

A a d D 30. I have a tendency to rebel under supervision.

A a d D 31. I think the employer has the right to expect good appearance from me.

A a d D 32. Most bosses tend to be not quite fair to everyone in their employ.

A a d D 33. I want to work with people who can get along with me well.

A a d D 34. Sometimes I think the school goes too far in trying to help you get a job.

A a d D 35. I want to go to work so I can support myself and won't have to depend on mom and dad.

A a d D 36. I think most bosses are just average humans like me but somehow they've had pull and money.

A a d D 37. I can do no more than work my hardest to buck for promotion.

A a d D 38. I want to work with people who take their work seriously enough to do a good job.

A a d D 39. I think the worker should be able to list his complaints with the supervisor or boss.

A a d D 40. I would like the type of work that would be varied and challenging.

A a d D 41. I expect to have some trouble getting a job because most employers don't like teenagers.

A a d D 42. I think you have to have "connections" in most jobs in order to get a promotion.

A a d D 43. I think the boss should be able to discuss your problems with you at any time of the day.

A a d D 44. I think a person who tries to do a little more than he has to may be promoted to a better job.

A a d D 45. I have a tendency to dislike following rules, when I think I can get by with it.

A a d D 46. I think people who work usually realize the value of a pleasing personality.

A a d D 47. I think I can get a job I'll be satisfied with for a long time even without further training.

A a d D 48. I think young people look forward to work because they don't know what work is.

A a d D 49. I want a job where I can please the boss as well as myself.

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SCALES FOR RATING GENERAL CHARACTERISTICS AND PROCEDURES WHICH CONTRIBUTE TO EMPLOYABILITY OF YOUNG PEOPLE IN ENTRY-LEVEL JOBS

DIRECTIONS: The four enclosed scales are general in nature and are designed to measure characteristics and procedures which apply to employability in many entry-level jobs. They include personal characteristics, management, safety and sanitation. The general scales are intended to be used in conjunction with additional rating scales which relate to such specific jobs as cafeteria counterman, dietary aide and child care center worker.

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BECOMING EMPLOYABLE

Rating Scale for ______________________________

DIRECTIONS: The following is a scale by which to judge the employability characteristics of students. Please indicate at the right your rating of the student-employee in each of the areas.

Key: 1 Not acceptable 2 Poor 3 Acceptable 4 Good 5 Very good

D-Values		1	2 3	4 5	Rating	Range
.29	APPEARANCE ON THE JOB	Soiled and/or non-regulation work clothing which detracts from business-image.	Work clothes meet minimum requirements of the job.	Business-like work clothing at all times contributes to firm's image.		2
.32		Sloppy or too-fussy grooming.	Satisfactory grooming.	Exceptionally well-groomed		2
.32		Unpleasant.	Pleasant	Sparkles, smiles.		2
		1	2 3	4 5		
.32	COOPERATION WITH CO-WORKERS	Does own assigned duties but does not help others	Helps others, but not always cheerfully.	Cheerfully helps others when they are busy and he is not. Helpful to new employees.		2
.39		Lacks judgment in working with others; bickers on the floor. Source of friction with other workers.	Works well with others; rarely a source of friction.	Always works smoothly with others; contributes to group morale.		2

D-Values		1	2	3	4	5	Rating	Range
.40	ATTITUDE TOWARD REGULATIONS	Careless about following regulations.		Follows regulations acceptably well.		Usually follows regulations		2
.35		Seems unconcerned for safety of co-workers, patrons, self. Does not know steps to take in case of accident.		Seems to recognize need for safety procedures. Knows steps to take in case of accident.		Seems actively concerned for safety of co-workers and patrons. Alert to hazards; corrects them if possible. Can take responsibility in case of accident.		2
		1	2	3	4	5		
.37	ACCEPTANCE OF SUPERVISION	Resents criticism.		Able to take criticism.		Welcomes criticism as a way to improve skill in job.		2
.35		Seems to resent or fear supervisor; slow to follow directions.		Willingly accepts supervision; moderately quick to understand and follow directions.		Quickly understands directions; follows them accurately and enthusiastically.		2
		1	2	3	4	5		
.35	MANAGEMENT	Careless and/or indifferent toward supplies and equipment; cluttered work space.		Careful of supplies and equipment. Keeps work space orderly.		Saves time, energy, and supplies. Comprehends and properly cares for equipment. Work space neat and efficiently arranged.		2
.45		Works slowly; often needs help to finish assigned work.		Completes work on time.		Finishes assigned work; takes on added work.		2

D-Values		1	2	3	4	5	Rating Range
.51	DEPENDABILITY	Tardy or slow to begin work		Punctual; rarely absent.		Always ready for work on time, excellent attendance.	1
.43	Loyalty	Criticizes company on and off the job.		Maintains loyal attitude to company on and off the job.		Seems to feel like part of the company; wants to maintain its good name.	2
.35	Honesty	Questionable honesty		Has the confidence of both supervisors and co-workers.		Completely honest about time, money and supplies.	2
.46	ADAPTABILITY AND INITIATIVE	Resists needed change of policy or routine and/or cannot adjust to change.		Accepts change of routine; adjusts reasonably fast.		Readily adapts to new situation; learns quickly, when need arises.	2
.50		Tends to hold back, afraid to make mistake. Waits for supervision.		Can work without supervision.		Shows initiative; goes ahead without supervision, after has learned what is expected.	2
.46		Cannot and will not accept additional responsibilities		Will accept and carry additional responsibility if asked.		Quickly accepts and carries out additional responsibility,	2
.36	ATTITUDE TOWARD PUBLIC	Over-familiar with the public; shows impatience and lack of courtesy with customers.		Usually courteous toward public.		Consistently courteous behavior seems natural; little effort is needed.	2
.36		Socializes with workers or allows friends to hang around so that patron is neglected.		Puts the patron first; no special treatment to friends.		Finds satisfaction in serving the public; very good at handling all the patrons, even those considered "difficult"	2

D-Values					Rating	Range
		1 2	3 4	5		
.40	PRIDE IN JOB	Seems ashamed of job; does not enjoy working.	Enjoys job; good morale.	Enthusiastic about job.		2
.41		Makes same mistakes over again; does not attempt to correct mistakes made.	Quality of work meets minimum requirements of the job. Attempts to correct mistakes so they won't be repeated.	Work shows few errors, high quality. Makes conscious and constant effort to improve performance.		2
		1 2	3 4	5		
.50	SUITABILITY FOR THE JOB	Another job would be more suitable for this worker *or* this worker needs more training.	Worker is qualified for this position.	Worker shows exceptional ability and interest for this job; deserves promotion.		2

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MANAGEMENT RATING SCALE FOR____

DIRECTIONS: The following is a scale by which to judge work procedures of an employee. Please indicate at the right your rating of the student-employee in each of the areas. (Omit those items which do not pertain.)

Key: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

D-Values		1	2 3 4	5	Rating	Range
.46	I SPEED OF WORK	Works slowly, often needs help to finish assigned work.	Does not always finish assigned work.	Finishes assigned work within allotted time.		1
.41		Makes unnecessary trips.	Makes few unnecessary trips.	All trips are necessary; makes every trip count.		1
.37	II ATTENTION TO JOB	1 Does not concentrate on job(s) at hand; gets too many things going at once; easily distracted.	2 3 4 Concentrates on single job at hand, but forgets to keep track of other jobs and situations which are her responsibility.	5 Concentrates on completing the job(s) at hand, but keeps track of several situations when necessary (e.g. several tables or groups of children.)		1
.43		1 Does not do jobs in orderly sequence; proceeds "hit or miss"	2 3 4 Does job in orderly sequence if called to her attention; unable to plan sequence for herself.	5 Does jobs in an orderly sequence; is able to plan sequence herself.		2

D-Values					Rating Range
	III	1	2 3 4	5	
.49	BODY MECHANICS	Seems to work hard; movements uncoordinated; pace is erratic.	Seems to work hard at times; movements coordinated; usually keeps up a steady pace.	Seems to work easily; movements coordinated; keeps up a steady pace.	1
.29		Ignores reasonable weight loads when lifting or carrying; does not use body well (back not straight, weight not borne on leg or shoulder muscles.	Carries reasonable weight loads; does not always use body well.	Carries reasonable weight loads; uses body well (back straight, weight borne on leg or arm-shoulder muscles.	2
	IV	1	2 3 4	5	
.40	USE OF EQUIPMENT	Tires quickly; does not use helps such as wheeled carts when available.	Does not tire easily; uses helps such as wheeled carts when called to her attention.	Does not show signs of fatigue; uses helps such as wheeled carts when available.	2
.35		Does not choose or use equipment correctly; ignores safety procedures.	Uses equipment as directed, but does not always choose the right equipment for the job; follows basic safety procedures.	Chooses correct equipment and uses it as directed; follows basic safety procedures; alert to unexpected hazards.	2

D-Value	V	1	2 3	4	Rating	Range
.43	ADJUSTMENT TO NEW AND/OR UNPLEASANT SITUATIONS	Unable to adjust to new or unexpected situations; does not apply what she learned from training or experience.	Can make adjustments to new or unexpected situations if supervisor helps her apply what she has learned from training or experience.	Readily adjusts to new or unexpected situations; applies principles learned from training or experience.		2
.36		Avoids or delays jobs she doesn't like; tries to get others to do them for her.	Does unpleasant jobs as assigned but not always cheerfully.	Does unpleasant jobs promptly and cheerfully; accepts them as "just part of the job".		2

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SAFETY RATING SCALE FOR______________________________

DIRECTIONS: The following is a scale by which to judge the safety procedures of student employees. Please indicate at the right your rating of the student employee in the appropriate categories (Omit those items which do not pertain).

Key: 1 Not acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

D-Values					Rating	Range
.23	I ATTIRE	1 2 Wears loose clothing or dangling jewelry which could easily get caught in machines.	3 4 Clothes acceptably well-fitted. May need to be reminded not to wear jewelry.	Wears well-fitting clothes which permit freedom of movement. No jewelry.		2
.30		Wears "mules" or shoes with broken soles.	Wears conservative shoes with rubber heels; may or may not have non-skid soles.	Wears trim, well-fitted oxfords with non-skid soles and heels		2
.36	II USING MACHINES	1 2 Does not read directions or fails to follow instructions when operating equipment.	3 4 Operates equipment with care and according to directions, but needs reminders and repetition of directions.	5 Examines and handles working equipment with care; reads directions or listens to instructions before operating unfamilar equipment.		1
.32	III CLIMBING	1 2 Uses boxes or chairs when climbing to reach top shelves	3 4 Uses safe climbing equipment when called to her attention.	5 Independently uses step-ladder or other equipment for climbing.		1

D-Values					Rating	Range
	IV	1 2	3 4	5		
.31	LIFTING AND CARRYING	Lifts with back and shoulder muscles.	Ordinarily lifts with back and shoulder muscles, but needs to develop more proficiency.	Exceptionally good at lifting with leg and thigh muscles		2
.21		Loads trays without regard to weight of objects.	Needs direction in loading trays, but complies.	Independently loads trays with heavier objects toward the center.		2
	V	1 2	3 4	5		
.30	SHARP UTENSILS	Handles, uses and carries sharp utensils carelessly.	Handles and uses sharp utensils carefully, but may be careless in carrying them.	Especially careful in handling, using and carrying sharp utensils.		1
.30		Leaves sharp utensils lying around in spite of reminders.	Stores sharp utensils as directed, but may need to be reminded to be careful of them during use and/or cleaning.	Sharp utensils stored separately; does not leave them around during use and/or cleaning where others might accidentally be cut.		2
	VI	1 2	3 4	5		
.31	BURNS	Fails to protect self or others from burn hazards such as hot grease, pan handles,spills.	Acceptably alert to avoiding burns to self, but may neglect to warn others nearby about hot grease, pan handles, spills.	Especially alert to avoiding burns to self and others. Protects self adequately and warns others of hot grease, pan handles, spills.		2

D-Value		1	2	3	4	5	Rating	Range
.30	VII ATTITUDE TOWARD SAFETY	Careless and indifferent to safety precautions.		Follows posted and verbal rules; may need to be reminded of other potential hazards.		Exceptionally careful to follow all rules for safety both posted and verbal; alert to other potential hazards.		2
.33		Does not inspect station before coming on duty; makes no attempt to correct hazards.		Inspects station when coming on duty, but needs help in locating and/or correcting potential hazards.		Independently inspects station when coming on duty and corrects any hazards before starting work.		2

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SANITATION RATING SCALE FOF ______________________________

DIRECTIONS:

The following is a scale by which to judge the sanitation procedures of student employees. Please indicate at the right your rating of the student employee in each of the areas. (Omit those which dolnot pertain.)

Key: 1 Not acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

D-Values	I	1	2	3	4	5	Rating	Range
.22	HEALTH AND PERSONAL HYGIENE	Reports for work with obvious signs of a cold or other contagious infection.		Employee has to be reminded not to work with signs of contagious infection.		Never shows evidence of contagious infection.		1
.25		Reports for work with cuts or sores on hands, arms, or face;does not notify supervisor.		Usually knows when to report cuts or sores on hands, arms, face to supervisor for decision about working.		Knows when to stay home and/or when to ask supervisor about advisability of working with visible sores or cuts.		2
.35		Careless about handwashing and/or about touching hair or face.		Usually careful about handwashing and about hair or face.		Keeps hands scrupulously clean and away from hair or face.		2
.29		Apron and/or uniform consistently soiled		Apron and/or uniform sometimes soiled.		Apron and/or uniform consistently clean.		1
.40		Head covering for loose hair inadequate.		Head covering usually adequate for protection of food.		Loose hair always properly contained.		2

D-Value	II FOOD STORAGE	1	2 3	4 5	Rating Range
.37		Cooked foods left at room temperature unless supervisor checks.	Tries to cool cooked food quickly, but may need suggestions as to methods; acceptably careful of foods requiring special care.	Cooked food cooled promptly and refrigerated; independently gives special care to foods more likely to become contaminated (e.g. custards, meats.)	2
.27		Careless about contamination of food; appears to be unaware of sources of contamination, even when supervisor gives instructions.	Alert to obvious sources of contamination, but supervisor needs to remind her of others (such as using unclean boards on which to cut raw meat.)	Alert to all sources of contamination; takes appropriate action to prevent.	2
.31		Spilled food on shelves of refrigerator and odors indicate carelessness in storing food.	Refrigerator is clean and odorless, but some food appears to have been stored for a long period of time.	Refrigerator is spotlessly clean and odorless.	1
.22		Non-refrigerated storage is dirty. Does not report evidence of insects.	Non-refrigerated storage acceptably clean. Usually reports evidence of insects.	Non-refrigerated storage is spotlessly clean and odorless.	1
.22		Food is stored randomly with no attempt at rotation of older supplies.	Perishable foods are rotated so that older supplies are used first, but other foods are stored randomly.	Obvious system of rotation in food storage so that older supplies are used first.	2

D-Values	III FOOD PREPARATION AND SERVING	1 2	3	4 5	Rating	Range
.30		Rinses off dirty silverware or dishes before using for preparing food or tasting, does not sterilize them.	Needs occasional reminding to use sterilized silver and dishes for food preparation, tasting.	Always uses sterilized silverware and dishes for preparing food and a clean spoon for each "tasting".		1
.29		Careless about preparing and serving food with bare hands rather than with utensils or plastic gloves.	Usually careful to use gloves or utensils in food preparation and serving rather than bare hands.	Consistently uses utensils or gloves whenever possible in food preparation and serving		2
		1 2	3	4 5		
.33		Disregards "danger zones" on dishes and silver.	Acceptably careful about touching "danger zones" but may need reminding.	Scrupulously careful not to touch "danger zones" on dishes and silver.		2
.30		Careless in handling soiled dishes -- ignores local rules of procedure.	May need to be reminded of rules for handling soiled dishes; cooperates willingly.	Handles soiled dishes strictly according to established rules.		1
.34		Disregards need for avoiding contamination of clean dishes.	Does not contaminate clean dishes if reminded occasionally..	Careful never to contaminate clean dishes.		*

* line contains untested revision

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CAFETERIA COUNTERMAN RATING SCALE FOR ____________________

DIRECTIONS: The following is a scale by which to judge the work procedures of a cafeteria counterman. Please indicate at the right your rating of the student employee in each of the areas. (Omit those items which do not pertain.)

Key: 1 Not acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

D-Values		1	2	3	4	5	rating	range
.36	I PREPARATION OF COUNTER	Counter and shelves not consistently clean.		Counter and shelves usually spotless.		Counter and shelves spotless.		1
.28		Supplies not re-stocked.		Needs to be reminded to re-stock supplies.		Supplies re-stocked.		1
.23		Condiments and accompaniments not provided.		Condiments and accompaniments provided only if customer requests them.		Condiments and accompaniments in proper location so that customers may easily use them.		1
.28	II OPERATION OF COUNTERS	Carelessly and/or improperly operates steam table or other heating devices unless closely supervised.		Needs occasional help to operate steam table and/or other heating devices correctly.		Independently operates steam tables and/or other heating devices according to directions.		1
.43		Carelessly ices cold counters and operates cold plates incorrectly.		Needs occasional reminding about correct operation of cold plates.		Cold pans iced evenly and cold plates operated as directed without supervision.		1

D-Values		1	2	3	4	5	rating range
.55	III MERCHAN-DISING	Does not display foods so they are orderly and attractive.		Displays food attractively when reminded about contrasts in color and shape.		Food displayed correctly; contrasts in color and shape used to increase attractiveness.	1
.40		Counter dirty and disorderly. food containers messy and unattractive.		Dishes usually placed in an orderly fashion; keeps counter reasonably neat and clean; food and containers may become messy during rush hours.		Dishes placed in an orderly fashion. Keeps counter spotless even during rush hours; food in containers kept appetizing.	1
.40		Does not get food containers re-filled.		Occasionally needs to be reminded to refill containers.		Maintains supply of food on counter.	1
	IV	1	2	3	4	5	
.33	SERVING	Does not control size of portions.		Portion control varies but within acceptable limits.		Portion control exact.	2
.40		Food served with no regard for appearance.		Serves food attractively, but may omit garnish.		Food served neatly and attractively; garnished appropriately.	1
.38		Does not handle serving utensils correctly.		Uses utensils correctly.		Serving utensils used skillfully and easily.	1
	V	1	2	3	4	5	
.63	PHYSICAL SKILLS	Work speed is erratic; does not keep line moving.		Works slowly but accurately; tries to keep line moving		Works quickly and accurately; skillful at keeping line moving.	0
	VI	1	2	3	4	5	
.33	FOOD PREPARA-TION	Does not prepare foods as directed; careless about measurements, procedures and use of equipment.		Prepares foods correctly when given specific direction in measurements, procedures and use of equipment.		Prepares foods correctly with minimum of instruction. Selects proper ingredients and equipment for the job; measures accurately.	2

D-Values	VII ATTITUDE TOWARD CUSTOMERS	1 2	3 4	5	rating	range
.45		Becomes confused and irritable under pressure.	Sometimes becomes confused but not irritable under pressure.	Works easily under pressure; does not become confused or irritable.		2
.38		Indifferent to customers.	Pleasant to customers but not good at seeing ways to help them.	Cheerful and courteous to customers. Helpful to those who are confused; quickly makes suggestions which please.		1

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COOK'S HELPER RATING SCALE FOR ______________________

DIRECTIONS: The following is a scale by which to judge the work procedures of a cook's helper. Please indicate at the right your rating of the student employee in each of the areas. (Omit those items which do not pertain.)

Key: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

D-Values					Rating	Range
.46	I OBTAINING SUPPLIES	1 Needs constant help in locating supplies.	2 3 Locates and procures supplies with little direction.	4 5 Learns location and procuring of supplies quickly		1
.38		Is not accurate in filling requisition.	Fills requisition accurately but slowly.	Fills requisition accurately and quickly.		1
.33	II ASSISTING WITH FOOD PREPARATION	1 Careless about measurements. Does not know basic techniques.	2 3 Measures accurately but slowly. Knows basic techniques but sometimes needs to be told when to use each.	4 5 Measurements accurate. knows basic techniques and when to use them.		1
.40		Clumsy when assisting with food preparation; instructions have to be repeated often.	Careful when helping with food preparation; may occasionally need to have instructions repeated.	Adept at helping with food preparation. Does job as directed; instructions do not have to be repeated.		1
.39		Uses improper or inefficient tool for the job unless supervised.	Gets job done but does not always use most efficient tool or equipment for the job.	Uses best tool or equipment for the job.		1

D-Values		1	2	3	4	5	Rating	Range
.32	ASSISTING WITH FOOD PREPARATION (con't)	1 Careless with tools and equipment; adds to replacement and maintenance costs.	2	3 Usually handles tools and equipment acceptably.	4	5 Consistently uses tools and equipment skillfully.		1
.34		Slow and/or careless about replacement of tools and equipment for use of others.		Replaces tools and equipment in proper storage area, but is sometimes slow in doing so.		Quickly returns tools and equipment to proper storage area.		1
.40	III PORTION CONTROL	1 Needs constant reminding about portion control.	2	3 Portion control varies, but within acceptable limits.	4	5 Portion control consistently exact.		1
.36	IV MAINTENANCE OF WORK AREA	1 Does not keep work area neat and clean.	2	3 Keeps work area acceptably neat and clean without reminding.	4	5 Keeps work area exceptionally neat and clean without reminders.		0
.40		Does not see "extras" to do unless supervised.		Needs occasional direction to do "extras".		Does "extra cleaning and straightening without supervision.		1
.32	V DISHWASHING PROCEDURES	1 Careless about scraping, washing, sterilizing pots and pans unless closely supervised.	2	3 Usually scrapes, washes, sterilizes pots and pans adequately; needs some supervision.	4	5 Independently scrapes, washes, sterilizes pots and pans, using adequate methods.		1
.46	VI GENERAL CAPABILITIES FOR JOB	1 Unable to adjust to changes in duties.	2	3 Adjusts slowly to changes in duties.	4	5 Adjusts easily to frequent changes in assigned duties		0
.46		Not adapted to this kind of work.		Suited to this type of work but will need longer than some to learn the routines.		Well adapted to this type of work; would be considered for promotion.		*

* line contains untested revision

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DIETARY AIDE RATING SCALE FOR ____________________

DIRECTIONS: The following is a scale by which to judge the work procedures of a dietary aide. Please indicate at the right your rating of the student employee in each of the areas. (Omit those which do not pertain.)

Key: 1 Not acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

D-Values	I	1	2 3 4	5	Rating	Range
.50	ASSISTING DIETICIAN	Seems unable to understand diet modifications; unable to make them.	Appreciates and understands the common diet modifications and is able to make them; needs supervision and directions for less common modifications.	Appreciates and understands diet modifications; and is able to make them.		*
.58		Inaccurate in following diet directions.	Usually accurate in following diet directions; may occasionally need guidance.	Consistently accurate in following directions independently.		*
	II	1	2 3 4	5		
.54	PREPARATION OF FOOD AND NOURISHMENT	Does not know basic cooking procedures used in preparation of special dietary orders.	Uses basic cooking procedures in preparation of special orders but needs reminding and supervision.	Independently prepares special dietary orders.		2
.28		Seems completely unable to weigh and measure correctly, or to make conversions.	Uses correct weighing and measuring techniques but has to refer to tables for accuracy.	Needs no reminders of use or conversion of weights and measures.		1
.23		Unable to make simple calculations (e.g. how many cups in 3 quarts?)	Needs to use references when computing from small-large quantities.	Computes quantities quickly and easily from small - large units.		1

* line contains untested revision

D-Values		1	2	3	4	5	rating	range
.24	III USE OF COOKING EQUIPMENT	Is not familiar with necessary cooking equipment.		Knows names and purposes of most common items of cooking equipment.		Knows names and purposes of necessary cooking equipment.		1
.22		Is not able to use equipment without constant supervision.		Needs some help in using equipment.		Independently uses items of equipment necessary for this job.		1
	IV	1	2	3	4	5		
.27	DISPENSING SERVING PORTIONS	Uses inappropriate dishes; fails to ask supervisor for directions.		Uses appropriate dishes when directed by supervisor.		Independently serves food in appropriate dish for each item.		1
.32		Can neither identify nor use serving utensils correctly.		Identifies and uses correctly most commonly used serving utensils; needs help with less common sizes and types.		Knows serving utensils and uses them correctly.		2
.34		Unable to do simple calculations needed to apportion food; needs constant supervision and help.		Apportions food correctly but is slow in making the mathematical calculations needed and/or needs some supervision and help.		Divides quantities of food into serving portions quickly and accurately, without supervision		1
	V	1	2	3	4	5		
.54	TRAY SET-UP	Foods not placed for easy use by patient; no conformity to table setting forms.		Main course items placed correctly; small items may be hard to find and/or misplaced.		Food placed so patient can reach all items easily; set as close to table setting procedure as possible.		2
.49		Incorrect foods put on trays; orders disregarded.		Sets up regular diets accurately; needs close supervision in filling special diets.		Correct foods always served to patient; special diets filled accurately without need for supervision.		2

D-Values		1	2	3	4	5	Rating	Range
.19	VI SERVING PATIENTS	Food unattractive; inept service prevents keeping food at right temperature.		Food served attractively; needs reminding and practice to serve quickly enough to retain proper temperature of foods.		Food reaches patient promptly in appetizing form (right temperature, no spills.)		2
.70		Unpleasant to patients; ignores their feelings and problems.		Cheerful to patients; needs ideas and directions when dealing with difficult ones.		Cheerful to patients; skillful in dealing with difficult ones.		1
1.00		Disregards instructions; attempts to perform nursing services.		Needs to be reminded not to perform nursing services, but is cooperative.		Careful not to perform nursing services -- seems to recognize possible hazards of moving patients.		2

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FAMILY MEAL SERVICE SPECIALIST RATING SCALE FOR ____________________

DIRECTIONS: The following is a scale by which to judge the work procedures of a family meal service specialist. Please indicate at the right your rating of the student employee in each of the areas.

Key: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

D-Values							Rating
	I	1	2	3	4	5	
.23	MENU PLANNING	Menus do not conform to basic requirements for nutritive value and/or variety.		Menus meet basic and special nutritional needs of family; sometimes lacks variety and appetite appeal.		Menus meet basic and special nutritional needs of family; contain an appetizing variety of food combinations.	
.27		Menus either exceed or fall too far below allotted funds.		Keeps within budget but may not allocate funds wisely within basic food groups.		Menu cost is within food budget and within group allocations.	
.37		Menus show no relationship to time allotted to meal preparation.		Some items unrealistic in time allotments.		Menus are planned within limits of time to prepare.	
	II	1	2	3	4	5	
.30	FOOD BUYING	Marketing list is incomplete.		Marketing list complete and usable but not always exact (e.g., can sizes)		Prepares and uses complete and accurate marketing list; sizes and/or weights specified.	

D-Values		1	2 3	4 5	Rating
.24	II FOOD BUYING (con't)	Purchases wrong amounts and types of food.	Purchases correct types of food but not always correct amounts.	Purchases correct amounts and types of food.	
.37		Does not use market "specials."	Limited use of market "specials".	Plans menus around market "specials".	
		1	2 3	4 5	
.35	III FOOD HANDLING AND STORAGE	Stores food in store wrapping or container.	Prepares foods for storage acceptably well.	Prepares foods for storage according to proper procedures, fresh meat re-wrapped, vegetables cleaned, etc.	
.38		Perishables not promptly refrigerated.	Perishable foods usually stored within reasonable time.	Perishable foods stored promptly.	
.33		Stores food haphazardly.	Places staples in correct cupboard but does not rotate packages or fill containers.	Places staples in correct cupboards, rotates packages and fills containers.	
		1	2 3	4 5	
.35	IV MEAL PREPARATION	Meal time erratic.	Meals ready close to prescribed times.	Meals are always ready at set family meal hour.	
.35		No evidence of a time plan	Makes and uses time plan, but timing frequently off.	Makes and follows time plan within close limits.	
.35		Foods poorly prepared; may be scorched, lack seasoning, pasty or underdone.	Foods acceptably well cooked; may need more seasoning.	Foods are tasty and well-cooked.	
.33		Family preferences disregarded.	Family preferences followed if clearly stated	Inquires about and adheres to family preferences.	
.33		Food unattractive.	Food passable in appearance.	Food looks appetizing.	

D-Values		1	2	3	4	5	Rating
.30	TABLE SETTING AND SERVICE	Table set "hit or miss".		Table set neatly though not always correctly.		Table is set correctly for type of service used.	
.33		Table unattractive; no apparent attempt to improve		Table passably attractive; seldom uses accessories or centerpiece even if available.		Table looks attractive; appropriate accessories and centerpiece used if available.	
.35		Food incorrect temperature and/or texture.		Hot foods served at correct temperature; cold foods sometimes put on table too soon.		Foods served at correct temperature and texture.	
.20		Foods served without apparent regard for proper service or attention to ill and/or handicapped.		Not consistently proper service but special attention given to ill and/or handicapped.		Uses proper service; special care and attention given to ill and/or handicapped.	
	VI CLEAN-UP	1	2	3	4	5	
.43		Preparation dishes allowed to accumulate without rinsing or washing.		Makes effort to keep preparation dishes clean; sometimes gets "behind".		Preparation dishes cleaned as meal is being prepared.	
.43		Kitchen disorderly.		Kitchen orderly except during busiest times.		Kitchen kept orderly throughout preparation, serving and clean-up.	
.38		Garbage allowed to accumulate without rinsing or washing.		Makes obvious effort to dispose of garbage in a sanitary manner.		Uses garbage disposal promptly and properly OR disposes of waste food in a sanitary manner in garbage can.	

D-Values	VI	1	2	3	4	5	Rating
.38	CLEAN-UP (con't)	Loads and uses dishwasher wrong; wastes time over this OR uses unsanitary dishwashing procedures.		Slow and inefficient in use of dishwasher, but job is acceptable OR washes dishes from which people eat in a sanitary manner; careless of others.		Dishes quickly prepared for dishwasher according to manufacturer's instructions OR dishes washed by hand under sanitary procedures.	
.40		Leftovers stored in serving dishes or thrown away.		Leftover food saved but not always promptly stored.		Leftover food stored promptly and in suitable containers so that it will not deteriorate.	
.15		Fails to clean up kitchen work areas and floor before leaving.		Leaves kitchen work areas and floor acceptably clean.		Kitchen work areas and floor in immaculate condition.	

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SHORT ORDER COOK/LUNCHROOM COUNTERMAN RATING SCALE FOR ____________________

DIRECTIONS: The following is a scale by which to judge the work procedures of a short order cook or lunchroom counterman. Please indicate at the right your rating of the student employee in each of the areas. (Omit those items which to not pertain.)

Key: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

D-Values		1	2	3	4	5	Rating	Range
.40	I FOOD PREPARATION	Disregards customers' specifications.		Usually consistent about getting orders prepared as specified.		Prepares each order as specified.		2
.40		Fails to prepare menu items correctly.		Needs direction in selection of ingredients and method of preparing menu items.		Uses correct ingredients and methods for menu items prepared at station.		2
.36		Food looks "messy"; no garnishes used.		Food is appetizing, but garnishes are sometimes omitted or inappropriately used.		Food looks especially appetizing; appropriate garnishes used.		1
.38		Disregards control of size of portions.		Portion control varies, but within acceptable limits.		Portion control exact.		2
		1		3	4	5		
.32	II FOOD CONTROL	Frequently runs out of supplies.		Maintains supplies if supervisor checks.		Independently maintains adequate supplies of all needed foods.		1

D-Values					Rating	Range
	II	1 2	3 4	5		
.36	FOOD CONTROL (con't)	Fails to store food as directed.	Stores perishable foods correctly; not careful about others.	Stores all foods properly.		1
.35		No regard for wasted food; leftovers ignored.	Acceptably controls food waste; needs suggestions for use of leftovers.	Efficiently controls food waste; adept at use of leftovers.		2
	III	1 2	3 4	5		
.30	CARE OF AREA	Area dirty and untidy.	Area clean and neat except during rush hours.	Keeps area clean and neat at all times.		1
.58		Stands around during slack periods.	Sometimes uses slack time to restore area.	Consistently uses slack periods to restore area.		2
.44		Ignores instructions on use and care of equipment.	Uses equipment correctly; may need reminders on correct use.	Uses and cares for equipment correctly.		2
	IV	1 2	3 4	5		
.32	DIRECTIONS TO/FROM OTHERS	Fails to insist on quality work from those under him.	Not consistent about quality of work done by those under him.	Careful to guide work of those under his direction so that finished products are of high quality.		0
.36		Reacts to criticism with resentment, defiance, or boredom.	Usually accepts criticism from boss.	Gracefully accepts directions and/or criticism from boss.		2
.32		Treats those under him with arrogance, inconsideration.	Usually fair to those under him, but is sometimes unfair or inconsiderate.	Treats those under him considerately and fairly.		0
		1 2	3 4	5		
.40	ATTITUDE TOWARD CUSTOMER	Abrupt with customers; unpleasant about substitutions or delays.	Courteous to customers; may neglect to explain substitutions or delays.	Cheerful and courteous to customers; explains any necessary substitutions or delays in filling orders		1

D-Values					Rating	Range
	V	1	2 3	4 5		
.40	ATTITUDE TOWARD CUSTOMER (con't)	Ignores rules for serving food.	Serves food neatly, but may need to be reminded of correct method.	Independently serves food neatly and correctly.		1
	VI	1	2 3	4 5		
.27	CASHING AND CHECKING	Checks inaccurate.	Checks figured accurately, but slowly.	Checks figured quickly and accurately.		1
.24		Cashing done inaccurately and perfunctorily.	Cashing accurate, but may be abrupt.	Cashing done pleasantly, quickly and accurately.		1
	VII	1	2 3	4 5		
.40	APTITUDE FOR JOB	Slow and careless work habits.	Work is accurate, but slow at times.	Quick and accurate in his work.		1
.32		Clumsy and inefficient.	Worker is developing dexterity, but more slowly than desirable.	Shows high degree of manual dexterity.		0
.44		Becomes confused and irritable under pressure.	Sometimes become confused during rush periods, but never irritable.	Works easily under pressure; remains calm and good-natured.		1

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WAITER/WAITRESS RATING SCALE FOR______________________________

DIRECTIONS: The following is a scale by which to judge the work procedures of a waiter. Please indicate at the right your rating of the student employee in each of the areas. (Omit those items which do not pertain.)

KEY: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

D-Values	I	1	2 3	4 5	Rating	Range
.29	MANNER WITH GUESTS	Does not greet guests.	Greets guests perfunctorily.	Greets guests with a friendly manner.		1
.26		Shows preferential treatment to large groups, friends, big tippers.	Treats all guests the same.	Friendly, interested service makes each guest feel "special."		2
.30		Tactless about handling the aged, disabled, small children.	Gives special help as needed by very young or old, disabled.	Consistently tactful and thoughtful when handling young, old, disabled.		2
.28		Leans on table when taking order, sloppy stance.	Acceptable posture when taking order.	Stands gracefully when taking order.		2
.35		Does not know menu terms or daily change in menu; does not know mode or time of preparation.	Knows main ingredients and mode of preparation of dishes, time required to cook-to-order; knows standard menu terms.	Has complete knowledge of menu, learns special desires of steady customers		2
.29		High pressures guests or does not attempt to sell at all; snatches menus.	Usually allows customers time to study menu, offers suitable suggestions.	Consistently allows ample time for customers to study menu. Describes food temptingly.		2

D-Values	I	1	2	3	4	5	Rating	Range
.30	MANNER WITH GUESTS (con't)	Ignores or does not know house rules regarding substitutions, children's meals.		Usually follows house rules regarding substitutions and children's meals.		Makes substitutions tactfully, consistently follows house rules.		2
.34		Leaves table without being sure she knows exactly what guests want.		Makes sure he understands order; asks guests to repeat orders, if unsure.		Exceptionally good at recording orders exactly, without having to request guests to repeat them.		1
	II	1	2	3	4	5		
.34	ASSEMBLING ORDERS	Discourteous to kitchen staff; does not follow correct sequence when placing orders.		Courteous to kitchen staff follows correct sequence when placing orders.		Follows correct sequence of placing orders; understands duties of kitchen employees; courteous.		1
.34		Forgets specific instructions (for ex., "no gravy".		Makes sure orders will be correctly filled.		Gives clear instructions.		1
.37		Moves slowly, wastes trips.		Moves quickly. Combines orders, when possible, in one trip.		Works swiftly; makes every trip count.		1
.33		Careless or preferential about portion control.		Follows house regulations regarding portion control.		Helps keep costs down by exact portion control.		1
.30		Picks up food in wrong sequence. Does not check order adequately before leaving kitchen; omits proper food accompaniments		Picks up cold food first, hot food last. Checks order for accompaniments, completeness, needed utensils.		Checks orders for suitable portions, clean dishes, proper accompaniments and equipment. Requests corrections.		0

D-Value		1	2	3	4	5	Rating	Range
.37	III SERVING GUESTS	Long waits between courses.		Correctly times courses.		Plans efficiently for especially good timing of courses.		0
.30		Lengthy or inappropriate conversation with guests.		Knows when to engage in conversation but lacks warmth.		Knows when to engage in conversation; is good at it.		0
.35		Allows stacks of soiled dishes to accumulate where guests can see them.		As guests finish courses, keeps table and service stand clear of soiled dishes.		Promptly removes soiled dishes from table and service stand, without rushing guests.		0
.29		Does not know how to serve various menu items properly Reaches in front of guests. Coffee in saucer, other spilled food.		Knows how to serve common menu items. Is inconsistent about serving from correct direction. Seldom spills food.		Adeptly serves all menu items. Serves from correct direction unless impossible or awkward. No food spills.		0
.37		Neglects guests, visits with other workers on the floor; leaves station without proper permission or notification.		Alert to guests' needs even when busy elsewhere; does not leave station without informing proper person.		Anticipates guests' needs and attends to them without either delay or hovering. Can always be depended upon to be at station.		1
.37		Noisy, slipshod service disturbs guests.		Quiet service; tries not to disturb guests.		Quiet, careful service; guests not disturbed.		0
	IV CHECKING	1	2	3	4	5		
.24		Does not give customers an opportunity to order additional food or "extras".		Customer has to ask for additional food or "extras".		Inquires if customers would like additional food or "extras".		1
.25		Customer has to ask for check.		Check is presented when customer prompts.		Guests never have to ask for check.		1

D-Values					Rating	Range
	IV CHECKING (con't)	1 2	3 4	5		
.28		Makes mistakes on checks; gives wrong change.	Acceptably accurate about checking, making change.	Never forgets a la carte items or extras, checks accurate.		1
.37		Erases on check and/or does not write legibly.	Writes legibly, no erasures.	Legible checks, no erasures.		1
.36		Forgets to inquire about uneaten food, to report complaints to supvr., to thank guests.	Follows house rules regarding complaints, inquires about uneaten food; thanks guests.	Reports all complaints to supvr. Always thanks guests; knows community, can answer questions.		1
	V SIDEWORK	1 2	3 4	5		
.36		Does assigned work carelessly. Inattentive at briefing. Soiled cloths at service stand.	Does assigned work well. Pays attention at briefing Clean linen at service stand.	Does assigned work efficiently. Quickly comprehends briefing. Keeps service stand spotless without being wasteful of linen.		0
.41		Fails to advise proper person when supplies run low.	Usually notices and advises when supplies run low.	Exceptionally alert to supply needs.		2
.38		Silver tarnished and/or glasses and china chipped or spotted, containers unfilled or dirty; station dusty.	Silver polished and glassware and china shiny, containers are filled and clean; station dusted.	Station is always immaculate and attractive, containers filled.		0
.33		Tables sloppily set. Closing duties incompletely done; does not tell supvr. when leaving floor.	Tables reasonably uniform. Closing duties adequately done; house rules followed.	Tables beautifully set. Closing duties are always completely done; house rules carefully followed.		1

D-Value		1	2 3 4	5	Rating	Range
.33	VI SANITATION	Careless about washing hands, using soiled equipment.	Washes hands after handling money, combing hair,etc.	Hands and equipment are always scrupulously clean.		1
.33		Contaminates clean dishes, utensils or food by improper stacking or handling.	Stacks and handles dishes and utensils properly so as not to contaminate clean dishes, food, own hands.	Meticulously careful about stacking, serving and removing dishes and food; and about handling utensils.		1
.36		Doesn't wear a hairnet. (Waitress)	Loose hairs outside of hairnet. (Waitress)	All hairs secured by hairnet. (Waitress)		1
.32		Leaves food out at room temperature, unprotected from dust and insects.	Protects food from dust and insects; keeps food at proper temperature (hot or chilled); stores promptly.	Conscientious about protecting food which must be out; stores promptly.		0
.34		Work areas and service stand unsanitary.	Work areas and service stand acceptably clean.	Work areas and service stand spotless.		1
.48		Unemptied ashtrays on table	Ashtrays promptly washed.	Spotless ashtrays for each guest.		1
		1	2 3 4	5		
.30	VII SAFETY	Fails to pass through proper doorways; or if only one door, opens it carelessly.	Uses designated doors; if one door, opens it carefully to avoid hitting anyone who may be on the other side.	Always uses proper door; if only one, especially alert and considerate.		2
.32		Makes nervous, jerky movements; moves into paths of other employees without warning.	Moves smoothly and predictably; watches movement of other employees in vicinity, warns them if moving into their paths.	Smooth and efficient movements; especially alert to others. Gives tactful warning when moving into their paths.		1

D-Values	VII SAFETY (con't)	1	2 3 4	5	Rating	Range
.22		Fails to report or clean up spilled food or broken glass, etc. immediately.	Sometimes delays in reporting or cleaning up spills or accidents.	Promptly reports or cleans up spills, accidents.		0
.39		Loads tray improperly and/or overloads.	Occasionally overloads or carelessly loads tray.	Balances tray, loads dishes properly.		1
.31		Handles hot liquids carelessly; does not warn guests of hot dishes, fills containers too full.	Careful not to fill containers too full of hot liquids, turns spouts in on tray or table, warns guests.	Exceptionally alert to dangers of hot liquids and dishes when loading tray, serving guests, attending side table.		1
.30		Fails to shut cupboard doors, leaves articles where someone can trip over them, puts sharp knives in dishwashers' sink.	Acceptably alert to safety precautions for other employees; no doors ajar or articles carelessly placed.	Exceptionally alert to safety hazards for other employees.		0

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School________________________

ASSISTING WITH ARTS AND CRAFTS

Aide's Name________________________

DIRECTIONS: The following is a scale to help judge the work procedures of a child care aide. Please indicate at the right your rating of the student employee in each of the areas. (Omit those items which do not pertain.)

Key: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

D-Values							Rating
	I	1	2	3	4	5	
	Prepara-tion of Art Media	So poorly prepared that use is difficult; limited.		Adequately prepared for general use.		Correctly prepared for optimum use.	
	II	1	2	3	4	5	
.50	Protection of Art Area	Is careless; incomplete; major clean-up necessary at end of session.		Is adequate, but additional clean-up necessary at end of session.		Is usually complete; spot clean-up is easily done at end of session.	
.50		Equipment and supplies assembled for clean-up are inadequate.		Assembles most of clean-up supplies and equipment; omissions obtained as necessary.		Assembles all equipment and supplies necessary for clean-up.	
	III	1	2	3	4	5	
.37	Helping Children with Arts and Crafts	Neglects having children protect clothing before beginning project.		Sees that most children's clothing is protected; may remind others.		Sees that all children's clothing is protected before beginning project.	
.37		Dictates how media should be used.		Sometimes dictates; and/or gives so many directions that free expression is limited.		Allows free expression; or subtly suggests how media could be used.	

NEW YORK STATE COLLEGE OF HOME ECONOMICS
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ASSISTING WITH EQUIPMENT AND SUPPLIES

Name____________________________

DIRECTIONS: The following is a scale to help judge the work procedures of a child care aide. Please indicate at the right your rating of the student employee in each of the areas. (Omit those items which do not pertain.)

Key: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

D-Values		1	2	3	4	5	Rating
.37	I Assembling and Storing	Equipment and supplies assembled and inadequate.		Assembles most supplies and equipment; omissions obtained as necessary.		Assembles all equipment and supplies necessary.	
.50		Often does not return supplies and equipment to storage area.		Supplies and equipment are usually returned to storage area but may not be put in designated place.		Supplies and equipment are always returned to designated place in storage area.	
	II General Care	1	2	3	4	5	
.50		Is careless; incomplete; major clean-up necessary at end of session.		Is adequate; minor additional clean-up necessary at end of session.		Is complete; some "spot" clean-up may be necessary at end of session.	
.50		Special clean-up duties are ignored after teacher has pointed them out.		Special clean-up duties need to be called to aide's attention before work begins.		Special clean-up duties are recognized and promptly initiated.	
.50		Special clean-up duties require extensive instruction; constant supervision.		Special clean-up duties require some direction and supervision.		Special clean-up duties are accomplished without direction or supervision.	

D-Value	III	1	2	3	4	5	Rating
.12	Use of Special Equipment	Is careless when operating a tape recorder; record player.		Is usually careful and accurate when operating a tape recorder; record player.		Adeptly and skillfully operates tape recorder, record player.	
		Food preparation equipment is inefficiently and/or incorrectly used.		Food preparation equipment is correctly used; limited skill lengthens preparation time.		Food preparation equipment is correctly and efficiently used.	

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ASSISTING WITH ROUTINES

School____________________

Aide's Name____________________

DIRECTIONS: The following is a scale to help judge the work procedures of a child care aide. Please indicate at the right your rating of the student employee in each of the areas. (Omit those items which do not pertain.)

Key: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

D-Values							Rating
	I	1	2	3	4	5	
.37	Assisting with Dressing and Undressing	Dresses child regardless of his ability; OR leaves child to own devices when help is needed.		Allows the child to begin but occasionally takes over.		Assists child only when adult help is necessary.	
.37		Is unaware of methods which facilitate self-help; gives no direction.		Is aware of easiest methods for self-help but gives too many directions at once.		Knows methods for self-help; gives directions as needed at appropriate time.	
	II	1	2	3	4	5	
.12	Assisting with Toileting and Washing	Often avoids responsibility		Assists during routine situations; with accidents only when asked.		Independently assists with both routines and accidents.	
.50		Does not remind children of toileting or washing.		Reminds children of toileting and washing at the specified time; fails to remind children of additional toileting and/or washing.		Reminds all children of toileting and washing at the specified time; is aware of children's need for additional toileting and washing and reminds them of this.	

D-Values							Rating
	II	1	2	3	4	5	
.37	Assisting with Toileting and Washing	Disregards established health standards.		Attempts to maintain health standards; infractions are occasionally unnoticed or uncorrected.		Maintains established health standards; corrective suggestions are made and followed.	
	III	1	2	3	4	5	
.75	Assisting with Snacks and Meals	Forces and/or hurries child when eating.		Occasionally shows too much interest in whether child eats.		Displays matter-of-fact attitude.	
		Lets personal food likes and dislikes show.		Eats most foods; food dislikes are usually inconspicuous.		Eats foods served without derogatory remarks; shows enjoyment in eating.	
.37		Disregards appropriate table manners.		Usually uses appropriate table manners; some encouragement is given to children.		Consistently uses and encourages appropriate table manners.	
.37		Conversation and manner encourage uncontrolled, disorderly atmosphere.		Conversation and manner usually encourage an acceptable atmosphere.		Conversation and manner encourage a happy, quiet atmosphere.	
	IV	1	2	3	4	5	
	Assisting	Food arrives late or too early.		Food usually arrives at specified time.		Food is always served at specified time.	
		Necessary items are often forgotten; omissions are brought only upon suggestion by the teacher.		Necessary items are usually remembered; omissions are noticed and brought immediately.		All items are remembered; adequate substitutions have been made if necessary.	
		Arrangement of food is unorderly, unattractive.		Food arrangement is usually attractive and orderly.		Food is always attractively arranged.	

D-Values

V	1	2	3	4	5	Rating
Assisting with Rest Time	Awkwardly and slowly assembles cots.		Assembles cots with few problems.		Skillfully and easily assembles cots.	
	Arrangement of cots or mats is inconsistent with teacher's previous plans.		Arrangement of cots or mats needs some correction and/or suggestion from head teacher.		Arrangement of cots and/or mats is exactly as planned.	
	Randomly distributes rugs or mats.		Tries to see that each child has personal rug or mat; substitutions are inadequate.		Sees that each child has his personal rug or mat; substitutions are clean and from reserve supply.	
	During rest time, aide's movement is unnecessary and noisy.		During rest time, aide's movement is usually necessary and careful, preventing most disturbing noises		During rest time, aide's movement is necessary; silent.	
	Does not restrict talking or voice volume.		Usually limits talking; uses normal voice when necessary.		Restricts talking; uses quiet voice when necessary.	
	Neglects children; may wander from rest area.		Watchfulness during rest time fluctuates from being alert to careless; usually remains with children during rest time.		Never relaxes watchfulness; remains with children during entire rest time.	
	Allows rugs or mats to be carelessly folded and stuffed into storage area.		Sees that most rugs or mats are correctly folded and returned to the storage area.		Sees that all rugs or mats are correctly and neatly folded and returned to the proper storage area.	

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ASSUMING THE LEADERSHIP ROLE

Name________________________

DIRECTIONS: The following is a scale to help judge the work procedures of a child care aide. Please indicate at the right your rating of the student employee in each of the areas. (Omit those items which do not pertain.)

Key; 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

D-Values		1	2	3	4	5	Rating
	I Planning Suitable Activities	Activities inappropriate for child's interest level ability and stage of development.		Usually chooses activities appropriate for the child's interest level, ability and stage of development.		Selects activities appropriate for child's interest level, ability and stage of development.	
		Rarely contributes suitable suggestions for children's activities.		Suggestions for children's activities are suitable but routine.		Makes creative suggestions for suitable activities.	
		1	2	3	4	5	
.62	II Participating in Activities	Daily responsibilities are done only upon reminder from teacher.		Daily responsibilities are usually initiated without reminder from teacher.		Daily responsibilities are initiated without reminder from teacher.	
.75		Must have constant help from supervising teacher in order to introduce new activities at appropriate times.		Hesitantly introduces new activity at appropriate times with occasional help from supervisor.		Independently introduces new activity at appropriate time.	

D-Values	II	1	2 3 4	5	Rating
.37	Participating in Activities (con't)	No evidence of knowledge of subject, techniques.	Work indicates limited knowledge of subject and techniques.	Work indicates familarity of subject and techniques.	
.37		Work indicates lack of preparation.	Work indicates adequate preparation.	Work indicates exceptional preparation.	
.50		Makes no attempt to integrate new activities.	Assists children in moving from one activity to another but transition is often broken.	Assists children in moving smoothly from one activity to another.	

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COMMUNICATING WITH CHILDREN

Name________________________

DIRECTIONS: The following is a scale to help judge the work procedures of a child care aide. Please indicate at the right your rating of the student employee in each of the areas. (Omit those items which do not pertain.)

Key: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

D-Values							Rating
	I	1	2	3	4	5	
.00	Vocabulary	Grammatically incorrect language often used.		Usually uses grammatically correct language.		Always uses grammatically correct language.	
.12		Frequently resorts to slang.		Sometimes interjects slang expressions.		Seldom uses slang expressions.	
.37		Vocabulary vague, confusing; ideas conveyed with difficulty.		Vocabulary fairly adequate; ideas usually conveyed.		Vocabulary is consistently simple; ideas clearly conveyed.	
	II	1	2	3	4	5	
.37	Speech	Many words slurred; sloppily enunciated.		Some words slurred.		Always speaks distinctly.	
.37		Speaking pace is so slow or so rapid that understanding is difficult.		Uses moderate speaking pace except when excited.		Consistently uses a moderate pace.	
	III	1	2	3	4	5	
.75	Voice	Voice is too soft to be heard or so loud that it is distracting.		Voice can usually be heard; at times of stress may be unpleasantly loud.		Voice is always audible but not unpleasantly loud.	
.50		Quality is irritating.		Quality is pleasant.		Quality is soothing, reassuring.	

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INTERACTION WITH CHILDREN

School____________________________

Aide's Name________________________

DIRECTIONS: The following is a scale to help judge the work procedures of a child care aide. Please indicate at the right your rating of the student employee in each of the areas. (Omit those items which do not pertain.)

Key: 1 Not Acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

D-Values	I	1	2	3	4	5	Rating
.75	Encouraging Desirable Behavior	Speech and actions lack decisiveness; sureness.		Speech and actions are usually persuading, convincing.		Speaks and acts with firmness and authority; persuades and convinces.	
.50		Uses threats, bribes, shame or competition; states directions negatively.		Alternates between positive and negative directions.		Uses positive guidance.	
.25		Consistently shows obvious favoritism or exhibits dislike of certain children.		Occasionally gives preference or ignores certain children in some situations.		Is impartial, unprejudiced in dealing with children.	
.62		Is critical of children's behavior.		Sometimes shows mild irritation at children's behavior.		Is accepting of children's behavior.	
.50		Rigidly expects same behavior of all children.		Allows modifications of expectations.		Expectations are appropriate to child's level.	

D-Values	I	1	2	3	4	5	Rating
.37	Encouraging Desirable Behavior (con't)	Makes no attempt to encourage, OR criticizes and ridicules.		Attempts a few words or encouraging gestures usually for the outstanding or exceptional.		Praise and encouragement are given honestly and freely to all.	
.50		Discusses child's behavior in front of him.		Usually refrains from discussing child's behavior in front of him.		Discusses child's behavior out of range of children.	
	II	1	2	3	4	5	
.25	Emotional qualities of aide	Demonstrations of affection and sympathy are unobservable or extreme.		Demonstrates affection and sympathy when need is most obvious.		Appropriately affectionate; sympathetic.	
.12		Is impatient.		Sometimes loses patience.		Displayes unlimited patience.	
.37		Ill at ease; self-conscious.		Natural and self-confident in routine situations.		Natural and self-confident in all situations.	
.37		Is easily excited; remains tense.		Is easily excited but is able to regain composure.		Remains calm and controlled.	
.12		Often depressed and gloomy.		Usually displays pleasant disposition.		Consistently cheerful, happy.	
.62		Is passive.		Mediocre enthusiasm.		Works with vitality and enthusiasm.	

D-Values	III	1	2	3	4	5	Rating
.62	Involvement in Conflict Situations (fatigue aggression, boredom, over-excitement)	Is unaware of conflict situations.		Recognizes obvious conflict.		Is sensitive to any conflict situation.	
		Does not step in to direct children; intervenes only after children are deeply involved.		Hesitantly becomes involved; usually steps in before control is lost.		Intervenes in time to avert difficulty.	
.25		Method of directing and/or redirecting is unacceptable for the child and/or the situation.		Method of directing and/or redirecting is usually acceptable for specific child and situation.		Method of directing or redirecting is suitable for specific child and situation.	

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PROTECTING THE HEALTH AND SAFETY OF CHILDREN

School____________________

Aide's name____________________

DIRECTIONS; The following is a scale to help judge the work procedures of a child care aide. Please indicate at the right your rating of the student employee in each of the areas. (Omit those items which do not pertain.)

KEY: 1 Not acceptable 2 Poor 3 Acceptable 4 Good 5 Very Good

D-Values					Rating
	I	1	2 3	4 5	
.37	Awareness of child's physical condition	Does not recognize and/or report changes in child's behavior.	Can recall changes in a child's behavior if questioned by the teacher.	Is aware of signs; alerts teacher immediately.	
		1	2 3	4 5	
.50	II Safety	Neglects potential hazards in play area which could result in mishaps or accidents.	Is alert to hazards in play area; removes obvious potential dangers, corrects others after mishaps	Anticipates hazards in play area; removes potential dangers so that mishaps do not occur.	
.50		Neglects to watch children, or limits supervision to watching only a few children.	Usually watches children but attention may be easily diverted.	Is watchful of total group; knows the whereabouts of each child.	
.37		Neglects warning children of dangers or carries warnings to the point of inhibiting total activities.	Warns children of dangers but seldom to the point of inhibiting total activities.	Warns children of dangers when necessary.	

D-Values							Rating
.37	II Safety (con't)	1 Ignores established limits.	2	3 Attempts to maintain established limits but is not consistent.	4	5 Knows and consistently maintains established limits.	
.37	III Reporting Accidents	1 Necessary information is lacking; details cannot be given.	2	3 Usually gives necessary information; can fill in details when asked.	4	5 Gives all necessary information; all details are present.	

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INTERVIEW SCHEDULE

Name________________________________ School______________________

Interviewer______________________________

Introduction:

We want to find out everything we can about your ideas about Home Economics Occupational Education so your course can be made interesting and helpful to other students in New York State. Your answers will be confidential. No one will see them except two or three of us at Cornell. A summary will be made of all the girls' ideas but names won't be used. Your answers will have nothing to do with your grade. Please feel free to say anything you wish. If you feel a certain way about something, you can be sure that many other teenagers in New York will feel the same way you do. We need to know all your ideas.

1. What do you plan to do this summer?

   What do you plan to do when you finish your education?

   What do your parents say about the job you should prepare for:
   They think I should___________________
   What ever I want______________________
   Have never said anything______________

   Have you worked outside your home for pay this year?
   Any special problems on the job? or getting a job?
   Do you like having work experience a part of high school course?
   Are you working right now?
   Did you get your jobs on your own?
   Did the school help you get your job?
   How much do you earn per hour now?
   How much were you earning an hour before the course?
   Did someone else help you get the job or jobs?

2. Some kids have dropped out of the program. Can you think why students might drop out?

3. What do you think about married women working?

   Girls' expectations of working (Mark yes, no, or?). After you finish your education? After marriage? After children are born? After children go to school? After children leave home?

4. Do you feel this course has been as big a help to you as it possibly could be?

   What have you found most helpful in H.E. 13 (or 14)?

   What could have been more helpful to you?

   Were the courses you had in home economics before taking this course a good preparation for ______________________?
   (name of course)

   How could they be improved?

   Do you think 3 years of home economics should be required before a boy or girl can enroll in occupational home economics?

5. Do you feel ready to go out and take a job in food service (child care) now?__________________

   How about later in your life, if it seemed the best thing to do?__________

6. Which type of food service (child care) work appeals to you most?

   Why?

7. Have you enjoyed taking part in a pilot study of this kind?
   Did you recommend the course to your friends?
   sisters or brothers?

8. Do you have any other ideas how this course could be improved?

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Name____________________________

School__________________________

Date____________________________

MARRIED WOMEN WORKING: AS I SEE IT

This is not a "test". There is no "grade" or other mark. In fact, on these questions there is no such thing as a right answer or a wrong answer. The only answer to give is your own honest opinion and reflection of your own feelings.

Imagine yourself married to the man of your choice and in the early years of your marriage as you read the following pages. Various ways that married couples feel about the wife working are presented for you to think about. For each statement involved, make your decision on the basis of how you feel today (which may also be the way you'll feel when you are married).

Read every statement carefully to make sure you understand before making your answer.

If I find housework monotonous and boring I think it is all right for me to find diversion in a paid job outside our home:

___ yes no ? 1. (a) as long as we have no children

___ yes no ? 2. (b) even if we had children not old enough to go to school

If I felt frustrated and upset because homemaking was keeping me from following the kind of work I was trained for, I would find a satisfying job outside our home:

___ yes no ? 3. (a) as long as we had no children

___ yes no ? 4. (b) even though we had pre-school children

If I yearn for luxuries (like a mink coat or Cadillac), and we can't afford them on my husband's income, I should like to find a paying job outside my home so we could have luxuries:

___ yes no ? 5. (a) as long as we have no children

___ yes no ? 6. (b) even though we may have children not yet in school

If workers with skills like I have are needed in the community where we live, I should accept a paid job:

___ yes no ? 7. (a) as long as we have no children

___ yes no ? 8. (b) even though we had children not old enough for school

If furnishing a house with modern-living conveniences (such as color TV, deep-freeze, clothes dryer, and electric dishwasher) is too much for my husband's income, I would help out by taking a job for wages:

___ yes no ? 9. (a) as long as we have no children

___ yes no ? 10. (b) even though we had children not yet in school

If payments on a new car or a good used car would take too big a portion of the family income, I should take a job outside our home so the family needn't do without a new car:

___ yes no ? 11. (a) as long as we have no children

___ yes no ? 12. (b) even though we may have children not yet in school

In case we didn't have enough to eat or wear, I would take a paying job outside our home to add to my husband's income:

___ yes no ? 13. (a) as long as we had no children

___ yes no ? 14. (b) even though we had pre-school children

If my husband became disabled and couldn't work, I would rather work at a paying job outside our home than to accept help from public agencies or from our families:

___ yes no ? 15. (a) as long as we had no children

___ yes no ? 16. (b) after we had children but before they went to school

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Name________________________

School________________________

Date________________________

MARRIED WOMEN WORKING: AS I SEE IT
(Form for Boys)

This is not a "test". There is no "grade" or other mark. In fact, on these questions there is no such thing as a right answer or a wrong answer. The only answer to give is your own honest opinion and reflection of your own feelings.

Imagine yourself married to the girl of your choice and in the early years of your marriage as you read the following pages. Various ways that married couples feel about the problems that come up in marriage are presented to you for your thoughtful consideration. For each question involved, make your decision on the basis of how you feel today (which may also be the way you'll feel when you are married).

Read every statement carefully to make sure you understand before making your answer.

If my wife finds housework monotonous and boring I think it is all right for her to find diversion in a paid job outside our home:

___ yes no ? 1 (a) as long as we have no children

___ yes no ? 2. (b) even if we had children not old enough to go to school

If my wife felt frustrated and upset because homemaking was keeping her from following the kind of work she was trained for, she should find a satisfying job outside our home:

___ yes no ? 3. (a) as long as we had no children

___ yes no ? 4. (b) even though we had pre-school children

If my wife yearns for luxuries (like a mink coat or Cadillac), and we can't afford them on my income, I think she should find a paying job outside my home if she wants to so we could have luxuries:

___ yes no ? 5. (a) as long as we have no children

___ yes no ? 6. (b) even though we may have children not yet in school

If workers with skills like my wife has are needed in the community where we live, she should feel free to accept a paid job:

___ yes no ? 7. (a) as long as we have no children

___ yes no ? 8. (b) even though we had children not old enough for school

If furnishing a house with modern-living conveniences (such as color TV, deep-freeze, clothes dryer, and electric dishwasher) is too much for my income, it's all right with me if my wife helps out by taking a job for wages:

___ yes no ? 9. (a) as long as we have no children

___ yes no ? 10. (b) even though we had children not yet in school

If payments on a new car or a good used car would take too big a portion of the family income, it's all right with me if my wife takes a job outside our home so the family needn't do without the car:

___ yes no ? 11. (a) as long as we have no children

___ yes no ? 12. (b) even though we may have children not yet in school

In case we didn't have enough to eat or wear, I hope my wife would take a paying job outside our home to add to my income:

___ yes no ? 13. (a) as long as we had no children

___ yes no ? 14. (b) even though we had pre-school children

If I became disabled and couldn't work, I hope my wife would work at a paying job outside our home rather than to accept help from public agencies or from our families:

___ yes no ? 15. (a) as long as we had no children

___ yes no ? 16. (b) after we had children but before they went to school

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PERSONAL DATA SHEET

Name Age

School Grade

Date

DIRECTIONS: Put an X before the appropriate answer. Some of the questions are answered in different ways; please read directions and answer as indicated.

1. With whom do you live:

_____both parents
_____mother only
_____father only
_____other relative
_____foster parent
_____other (explain)________________________________

2. Is your father employed now?

_____yes
_____no
_____deceased

What is your father's job? (Name the job he holds)

What does he do at work?

3. Does your mother have a job other than homemaking?

_____yes
_____no
_____deceased

What is your mother's job when she works?
(Name the job she holds)
What does she do at work?

Does she work part-time_____
full-time_____

Perhaps your mother does not work outside the home now, but used to.

What was the last year she worked?

What was her job? (Name the job she held)

What did she do at work?

Did she work part-time_____
full-time_____

4. Draw a circle around the highest grade in school that your mother completed.

Grade and high school 1 2 3 4 5 6 7 8 9 10 11 12

College 1 2 3 4 5 6 7
Trade school 1 2 3 4
Business school 1 2 3 4
Nurses' training 1 2 3 4
Other (explain)________________________________1 2 3 4

5. Draw a circle around the highest grade in school that your father completed.

Grade and high school 1 2 3 4 5 6 7 8 9 10 11 12
College 1 2 3 4 5 6 7
Trade school 1 2 3 4
Business school 1 2 3 4
Other (explain)____________________________1 2 3 4

6. What do you plan to do when you leave high school?

_____be married soon after leaving school
_____find a job and go to work
_____training in the armed services
_____technical or trade institute
_____business or secretarial school
_____nurses' training
_____two-year college
_____four-year college
_____other (explain)______________________

7. What kind of job do you plan to have when you finish your education?

8. What do your parents say about the job you should prepare for?

_____They definitely think I should plan to be_______________ (name the job)

_____They think I should do whatever I want to do.

_____They've never said anything much one way or another

9. Do you work at home? Yes____
No_____

Exactly what do you do?
Daily:____
____

How many hours do you work each week on these jobs?__________
Weekly:____
____

How many hours do you work each week on these jobs?__________

Are you paid money for the work you do at home? Yes____
No_____

Approximately how much do you earn each week?________

10. Did you work outside your home for pay this summer? Yes____
No_____

Exactly what did you do?
____
____

How many hours a week did you work?____________

How many weeks did you work?________________

How much money did you earn each week (average)?___________

Did you have any special problems on your job last summer?
Yes______
No ______

What were they?_______________________________________
____

11. Do you work outside your home now for pay? Yes____
No ____

Exactly what do you do?________________________________
____

How many hours a week do you work?________________

How much money do you earn each week?_____________

Do you have any special problems on this job? Yes____
No_____

What are they?______________________________________
____

12. Do you do unpaid volunteer work in your school and/or community?
Yes_____
No _____

Please answer the following questions:
Exactly what do you do?____________________________________
____

For what agency (agencies) do you do this work? ______________
____

Approximately how many hours a week do you work?_____________

Why do you do this work?___________________________________
____

13. Of course you don't know exactly how much you will work outside your home during your lifetime, but will you please answer the following questions according to the ideas you now have.

Do you think you will work after you finish your education?____

Do you think you will work after you are married?____

Do you think you will work after you are a mother?_______

Do you think you will work after your children are in school?___

Do you think you will work after your children grow up and leave home?___________

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Home Economics Name____________________
Preparation for Employment in Child Care
School____________________

DIRECTIONS: Read carefully, each of the following statements and questions. On the line at the left of each, write the NUMBER of the term which BEST completes the statement or answers the question.

Level of Difficulty — D Values

_____1. A two year old's problem of sharing a toy with another child can be solved most easily if the two year old .40
.55
1. is physically forced to leave the toy he is playing with
2. is allowed to keep the toy until he tires of it
3. is told he can have a turn later
4. has his attention diverted to another toy or activity

_____2. Which play activity is most likely to appeal to the average 2 year old girl? .20 .37*
.90
1. making mud pies
2. cutting out paper dolls
3. jumping rope
4. playing school

_____3. Frank is busily piling sand from the sandbox to the ground around the sandbox. What response by his teacher will best help him understand the rules at the nursery school? .80
.65
1. "Stop putting that sand on the ground".
2. "If you're going to do that, you'll have to stop playing in the sandbox."
3. "Sand belongs in the sandbox".
4. "I'm sorry but I can't let you put the sand on the ground."

_____4. Which approach is most likely to develop a child's independence? 0 .37*
.60
1. "You'll have to learn the hard way as I did."
2. "You put on your shoes. I'll help you tie them."
3. "See if you can put away your puzzles a little faster than you did before."
4. "If you can't take care of your bicycle, then you won't be able to care for a dog."

Level of
Difficulty

D
Values

_____5. While assisting at a birthday party for her
5 year old sister, Jane finds that several of
.80 the children are not familiar with the rules .20
of "Pin the Tail on the Donkey". Which method .37*
will be most effective in teaching the rules
of the game?

1. Read the instructions to the children from the party game book.
2. Allow a child who knows the game to tell the rest how the game is played.
3. Demonstrate the procedure to the entire group by explaining the rules as one child acts as as a model player.
4. Allow a child who knows the game to be the first player.

_____6. Babies learn to sit, crawl and walk at certain .20
ages. Which of the following is the reason for a .47*
.50 baby's ability to do these activities at the usual
age?

1. opportunities to try things by himself
2. encouragement from mother
3. well developed muscles and nerves
4. seeing older children do these things

_____7. As a child grows older 0
1. his emotions become more evident to an observer .37*
.15 2. his emotions become less evident to an observer
3. his emotions aren't as important to him
4. he experiences fewer emotions

_____8. Which of the following is LEAST typical of the .40
four year old?
.40 1. prefers playing with other children to playing alone
2. needs adult help in taking turns, playing fair
3. insists on having time to finish what is started
4. asks questions over and over again

_____9. Three year old Bobby was building a block train. 0
When another child approached as if to join the .37*
.80 project, Bobby said, "No, no Donny, you can't"
and pushed Donny away. What best explains Bobby's
behavior?

1. Children are frequently not friendly at that age.
2. Bobby probably comes from a home where he has not had the opportunity to learn sharing.
3. Many children are negative and stubborn at this age.
4. Most children at Bobby's age are not yet able to share easily.

Level of Difficulty D Values

_____10. Mrs. Davis has just discovered that her 2 year old Debby has wet her pants again. Which of the
.45 following comments will best promote and encourage .20 .47*
Debby's toilet training?
1. "Next time you have to go to the toilet tell Mother about it."
2. "Did you wet your pants again? When will you learn to tell me in time!"
3. "Big girls don't wet their pants."
4. "I guess we'll have to put you in diapers again."

_____11. If a child talks a great deal with imaginary playmates the parents should
1. further develop his imagination through reading
2. provide more opportunities to play with children
.60 3. give him more toys to play with .40
4. ignore him and the imaginary conversations

_____12. When children have a strong dislike for a particular food, the best way to handle the situation is to
.35 1. force the child to eat a small portion .40
2. mix the food that is disliked with a favorite food
3. respect the food dislike
4. reward him if he eats the food

_____13. Which of the following rules is inappropriate in guiding children's behavior?
1. give the child a choice only if you really mean
.65 to give him a choice. .80
2. honestly answer the child's questions.
3. compare one child with another.
4. don't make fun of the child.

_____14. The most desirable environment for children is provided by
1. the best play equipment money can buy
.80 2. playmates of similar economic level 0
3. parents who are willing to sacrifice for the benefit of their child .42*
4. a sympathetic, encouraging, understanding atmosphere

_____15. A child in pre-kindergarten, is learning how to put on his boots before playing outside in the snow. Assume that the boots are large enough to be put on without difficulty. The biggest factor in his learning is likely to be:
1. watching other children who already know how to
.25 put on their boots. .40
2. satisfactory efforts on his part
3. the clear careful directions given by his teacher
4. the mistakes made and pointed out by his teacher

Level of Difficulty D Values

_____16. Which feature on children's clothing is most 0
helpful in encouraging them to dress themselves .37*
.35 1. snap fasteners
2. zipper
3. hooks and eyes
4. center back button

_____17. A child's ability to put on his snowsuit without .20
the assistance of an adult depends on .42*
1. the type of fastenings on the suit
.90 2. the style of the suit
3. the child's physical coordination
4. his parent's practices in letting him be independent
5. all of the above

_____18. Two children are arguing over the use of the .20
same tricycle. Which statement will best explain .31*
.60 how to share?
1. "We take turns with tricycles."
2. "Don't keep the tricycle too much longer."
3. "Keep the tricycle until you get tired of it,
then give it to another child."
4. "Why don't you give someone else a turn?"

_____19. Old hats, purses, high heeled shoes and dresses .40
encourage which one of the following types of play?
.90 1. active
2. dramatic
3. parallel
4. quiet

_____20. A child who prefers fairly constant reading to 0
active play out of doors should be .21*
1. let alone
.80 2. praised for his intellectual interests
3. provided with interesting out of doors material.
4. forced to play outside

_____21. A child is more likely to enjoy and participate 0
in singing and musical games if .31*
.75 1. his father is a professional musician
2. the radio is played continuously in his home
3. he has an extensive collection of children's
records
4. he and his mother make up and sing songs

Level of Difficulty — D Values

_____22. In reading stories to a group of pre-schoolers .40
what practice will be most helpful in holding the
.45 children's interest?
1. Choose a story that is simple and brief.
2. Allow the children as a group to make the choice of the story to be read.
3. Insist that all children sit quietly and listen to the story.
4. Have the reader sit on the same level as the children.

_____23. The most important thing to keep in mind when .60
telling stories to young children is to
.75 1. ask the children for suggestions about characters and topic
2. tell stories only at the time designated for storytime
3. place a time limit on the story period
4. keep the plot of the story simple and uncomplicated

_____24. Children's phonograph records are best stored 0
1. vertically in a box or cabinet in a cool dry place
.35 2. stacked one on top of another on shelves .53*
3. inclosed in paper jackets
4. on a low windowsill within a child's easy reach

_____25. Paint brushes most appropriate for pre-schoolers 0
should have: .16*
.10 1. stiff bristles, long handles
2. 2" soft bristles, long handles
3. stiff bristles, short handles
4. any of the above are appropriate

_____26. Clay that is just right for modeling is -.20
1. moist enough to leave a light film on the hands
.40 2. slightly sticky .16*
3. dry enough to pull easily off the hands
4. dry enough to need hard pressure for modeling

_____27. The consistency of tempera paints should be: 0
1. creamy thick .42*
.50 2. watery
3. watery at the top of the container, thicker near the bottom of the container.

Level of Difficulty

D Values

_____28. When moving heavy equipment from one area to another .60

.65 1. bend from the waist; lift using the back muscles
2. kneel close to the equipment; lift using the leg muscles
3. push from the shoulders, keeping the equipment close to the body
4. bend from the waist; lift with the arms and shoulders

_____29. The most effective way of cleaning up a cup of fruit juice that has been spilled on the .40

.15 floor is to use
1. paper towels to absorb the moisture
2. a wet mop and mop pail
3. soap, water and a rag
4. a sponge mop

_____30. Which of the following correctly describes the way to prepare a can of fruit juice for serving: 0
1. remove the entire lid of the can; pour juice

.80 2. wipe the top of the can with a damp cloth; open the can and pour
3. puncture the lid in 2 places then pour
4. shake the can, open and pour

_____31. Which of the following is a complete list of equipment and/or supplies necessary for serving .60

.60 canned orange juice and graham crackers:
1. cups, juicer, napkins, pitcher, plates
2. can opener, cups, napkins, pitcher, plates
3. cups, knife, plastic mixing container, napkins, plate
4. can opener, cups, measuring cup, napkins, spoon

_____32. Which type of storage is INCORRECT for the foods listed after it? .60

.35 1. Air-tight containers at room temperature: crackers, cookies, pretzels
2. Tightly covered containers in refrigerator; milk, kool-ade, fresh orange juice
3. Fruit bin in refrigerator: fresh oranges, bananas, apples
4. Covered container at room temperature: dried prunes, dried apricots, rasins

Level of Difficulty   D Values

_____33. While playing, Jimmy cut his knee. The wound is bleeding severely. What is the first .40
.25 step in treating this injury?
1. allow the wound to bleed so that dirt which may have entered the wound is washed out
2. apply hand pressure to the wound
3. wash the wound with green soap and bandage
4. call a doctor

_____34. Which of the following conditions is LEAST likely to require immediate medical attention: .40
.90 1. animal bite
2. a wound caused by stepping on a nail
3. swallowing a household bleach
4. a nosebleed

_____35. Which of the following symptoms is LEAST likely to indicate a communicable childhood disease? .20
.55 1. slight fever; rash; swollen glands on the back of the head and neck
2. slight fever; general sick feeling; swelling in the side of the neck or under the ears
3. a rash, inflammation and itching on the skin at the inside of the elbow and knee joints.
4. gradual increasing fever; cold, severe cough; inflammation of eyes; rash

_____36. A mother who notices that her pre-school child has a red throat should: .40
.40 1. isolate the child from other children
2. allow the child to play quietly with others
3. allow normal active play with others
4. isolate the child from children playing indoors.

_____37. Which of the following pre-schoolers is LEAST likely to require medical care. The child who has .20
.45 1. a wound that is red and swollen
2. unexplained drowsiness
3. a burn where the skin is red and unbroken
4. stomach cramps with fever

_____38. Which is MOST likely to be a safety hazard for a child who is beginning to creep?
.65 1. scatter rug 0
2. step stool .31*
3. extension cord
4. waxed linoleum

Level of Difficulty | D Values

_____39. Which of the following is NOT a necessary condition for a nursery school? .11*
1. stairs and windows protected by locks or gates
0 2. areas arranged so that supervision is possible at all times
3. adequate ventilation and temperature
4. child-sized toilets and lavatories

_____40. Which of the following procedures is LEAST important in protecting a child's health? -.20 .47*
1. avoid touching the rims of drinking cups as
.65 they are distributed to children
2. regulate room temperature
3. have children wash their hands after toileting
4. remind children to cover their mouth and nose when sneezing or coughing

_____41. Which of the following is NOT a reason for practicing good health habits? .20 .31*
1. prevents serious illness
.65 2. keeps the body functioning properly
3. prevents the spread of disease
4. develops immunity to disease

_____42. A baby-sitter caring for children in an open play yard should regard her first responsibility as that of .60
.75 1. helping to solve minor conflicts which arise during play
2. directing and organizing games for the children to play
3. being alert to potential dangers
4. observing the child's behavior in order to give his mother an accurate report

_____43. While babysitting with the Jones children Carol found that the meal she was to eat with the .20 .26*
.90 children contained a vegetable she disliked. What is the wisest way for Carol to solve this situation?
1. Serve the vegetable to the children only.
2. Serve the vegetable to the children, substitute another vegetable for herself.
3. Serve the vegetable to the children, eat a small serving of the vegetable herself.
4. Avoid serving the vegetable entirely.

Level of Difficulty		D Values
.15	_____44. What temperature water should be used for the final rinsing of utensils used in food preparation? 1. lukewarm water 2. scalding 3. hot 4. any of the above are adequate	0 .47*
.20	_____45. Which of the following is LEAST likely to be included in typical nursery school schedules? 1. free play 2. organized group games 3. snacks 4. quiet time	-.40 .11*
.05	_____46. Which procedure would be most desirable if 2 year old Bruce failed to wash his hands before eating? 1. ignore the fact that he failed to wash his hands 2. gently, but forcefully lead him to the bathroom and wash his hands for him. 3. explain why hand washing is important, then supervise him as he washes his hands 4. keep reminding him until he washes his hands	-.20
.25	_____47. If a mother asks a question about her child's recent temper tantrum, the wisest procedure for the child care aide is to 1. refer her to the head teacher 2. give a detailed answer to the question 3. avoid answering the question since it probably entails information which may be embarassing to the parent 4. briefly answer the question	-.20 .11*
.95	_____48. When making an emergency telephone call to the police or the fire department, what information is LEAST important to report? 1. the nature of the emergency 2. the name of the institution and its location 3. the names of the people involved in the emergency	.40
.85	_____49. Which is MOST important when choosing a job? 1. work near home 2. opportunity to learn and advance 3. good pay 4. a job which does not require union membership	.40

Level of Difficulty		D Values
.80	____50. What is a trend in the working world today? 1. there is greater demand for unskilled workers 2. women need training for the dual jobs of homemaker and worker. 3. there is less competition for jobs. 4. service jobs are easy to get without a high school diploma.	.60
.80	____51. Which of the following costs will ALWAYS increase when the wife starts bringing in the second pay check in the family? 1. contributions to charities 2. income tax payments 3. transportation costs 4. clothing costs	-.20 .39**
.10	____52. Which of the following possible cost increases for working women would LEAST depend upon the nature of the work which she does? 1. clothing 2. personal care 3. transportation 4. amount of charitable contributions	.20
.65	____53. Which attitude toward children would be most helpful to the working mother? 1. The children take so long its easier to do it myself 2. The children owe me a lot of help because I am working to help them. 3. Accepting responsibility helps children independent. 4. Every family member must do something to help when mother works.	.80
.80	____54. Which of the following is characteristic of the New York State Employment Service? 1. lists only full-time jobs 2. charges a small fee for its services 3. is the largest employment agency in an area 4. offers few counseling and testing services	-.20 .35**

Level of Difficulty		D Values
.35	_____55. You will be covered by the Unemployment Insurance Law if the firm for which you work has a payroll in any calendar quarter (three month period) of: 1. $200 or more 2. $300 or more 3. $500 or more 4. $1,000 or more	.20
.15	_____56. Which of the following expectations is NOT likely to be fulfilled by fringe benefits or union contract? 1. coffee break A.M. and/or P.M. 2. time off for illness 3. one hour lunch period 4. eight hour working day	0
.68	_____57. If you think you are not being paid at least the legal minimum, you could get advice from: 1. NYS Employment Service office 2. Social Security office 3. NYS Court of Appeals 4. NYS Unemployment Insurance office	0 .26**
.35	_____58. Which attitude is LEAST likely to contribute to family satisfaction when mother goes to work? 1. we must continue our contacts with our friends. 2. we will have to give up all entertaining at home. 3. we will simplify entertaining at home. 4. we must figure out some gracious way to limit the number of casual guests and "drop-ins".	1.0
.50	_____59. On days school is not is session, which of the following would be the LEAST desirable arrangement for caring for a six-year old boy while his mother works? 1. leave him with his grandmother. 2. leave him at a day care center. 3. leave him with his 12 year old brother. 4. hire a neighbor to keep him with her.	.80

Level of Difficulty — D Values

____60. Which worker does NOT have to have working papers? .60

.60 1. if she is 16 or over
2. if she is 18 or over
3. if she is married
4. if she already has them from another job
5. if she is a high school graduate

____61. Which of the following is NOT a requirement for working papers?

.15 1. permission of parent or guardian .20
2. a certificate signed by the prospective employer .39**
3. legal proof of age
4. signature of the school principal
5. a physical examination

____62. Which of the following outfits is most suitable for an employee who cares for young children? .60

.40
1. wool sweater, straight skirt, low heeled shoes
2. sheath type shift, sandals
3. cotton shirtwaist with full skirt, low heeled shoes
4. pastel colored nylon uniform, low heeled shoes

____63. All but one of the following statements represents facts teenagers should know about the laws which regulate their working conditions. Which of the following statements is NOT correct? .20 .65**

.50
1. persons under 16 cannot work during school hours.
2. girls may not work on the street in jobs such as boot-black.
3. anyone over 14 may work in a factory.
4. persons 16 and over may work a maximum of 48 hours during vacation.

____64. When you are job hunting, the accepted way to contact a specific employer is to:

.85 1. drop in any time during business hours. .20
2. call to make an appointment .30**
3. wait for the employer to specify a time.
4. any of these is acceptable.

* D-value, pretest
** D-value, food service test item

TABLE OF SPECIFICATIONS

Preparation for Employment in Child Care

Subject Area	Percent	Items
Protecting the Health and Safety of Children	23	17, 33 - 46
Helping Young Children Play	9	18 - 23
Care and Maintenance of Equipment and Supplies	11	21, 24, 25 - 29
Relating to Children	24	1 - 16
Preparing and Serving Simple Snacks	5	30, 31, 32
Assisting with Clerical Duties	2	48
The World of Work	26	49 - 64
TOTAL	100	

NEW YORK STATE COLLEGE OF HOME ECONOMICS
A Statutory College of the State University
CORNELL UNIVERSITY
Ithaca, New York

Home Economics
Preparation for Employment in Food Service

Name______________________
School____________________

DIRECTIONS: Read carefully, each of the following statements and questions. On the line at the left of each, write the NUMBER of the term which BEST completes the statement or answers the question.

Level of Difficulty		D Values
.58	_____1. You are in charge of setting the tables for a banquet. Which procedure shows best use of your time? 1) Figure jobs and locate supplies; assign a specific job to each girl and show her where things are. 2) Call the girls together, show them the tables and supplies, and have them divide the work among themselves. 3) Give each girl a job; let them locate their own supplies. 4) Get out the dishes and flatware yourself; assign to each waitress the tables she is to set up.	.61
.86	_____2. Suppose you are assigned to make cole slaw in the home economics kitchen for a luncheon for 25 people. Which of the following procedures will permit you to do the job most efficiently? 1) Assemble needed supplies and equipment at the work area; shred the cabbage with a shredder so that all pieces are uniformly fine; add dressing. 2) Shred the cabbage with a knife, ignoring the large chunks which can be removed by customer if objectionable; add dressing. 3) Get needed supplies and equipment as you find you need them; shred cabbage medium fine with a shredder; add dressing. 4) Any of the above methods is acceptable.	.44

Level of Difficulty — D Values

.20 _____3. You are working in a short order restaurant as a combination cook-waitress. A customer has ordered a cube steak sandwich rare, French fries and sliced tomatoes. Which of the following will best insure all foods being done at the same time? .30

1) Fry steak, slice tomatoes, then start French fries.
2) Start French fries, arrange tomatce slices on plate,fry steak.
3) Arrange tomatoes, fry steak, then make French fries.
4) Put on both steak and French fries, then arrange tomatoes.

.17 _____4. The home caterer needs to store her cooking equipment where it can be used most efficiently. Generally, equipment should be stored: .30

1) in the area where it is washed.
2) between the area where it is used and washed.
3) in the area where it is first used.
4) any of the above areas is acceptable if the equipment is at arm level.

.26 _____5. For a working mother of four, which of the following would be the LEAST desirable way for her to save time and money in food preparation. .52

1) Simplify menus.
2) Use quick-cooking meats such as steaks and chops.
3) Use partially prepared foods such as frozen vegetables.
4) Prepare double amounts of foods such as spaghetti; freeze the extra.

.62 _____6. When lifting a heavy object, such as a loaded tray: .52

1) bend from the waist; lift using the back muscles
2) kneel close to the object; lift using the leg muscles
3) push from the shoulders, keeping the equipment close to the body
4) bend from the waist; lift with the arms and shoulders.

Level of Difficulty — D Values

.29 _____7. The following statements describe some general facts about the food service industry. Which of these facts indicates the greatest need for good management on the part of the waitress? .57
1) Food service has rush hours and slack times.
2) Food service work requires good health and physical energy.
3) The food service industry has an obligation to serve nutritious food.
4) The margin of profit in the food service industry is very slim.

.36 _____8. Mary is doing the shopping for a nursing home. Which of the following foods on her shopping list would NOT be suitable for all 3 types of diets (liquid, soft, light) which are served by the nursing home? .30
1) eggs
2) gelatin
3) ice cream
4) cottage cheese

.47 _____9. Which food group supplies the largest amounts of vitamin A? .57
1) citrus fruits
2) bread and cereals
3) green and yellow vegetables
4) meats

.39 _____10. A food group which should be eaten daily because an important vitamin it contains is not stored in the body is: .61
1) citrus fruits
2) bread and cereals
3) green and yellow vegetables
4) meats

.71 _____11. When a home caterer has delivered her product and received payment, her job is not completed. Which of the following must she still do? .44
1) evaluate her plan of work
2) see if costs could be cut
3) keep accurate records
4) all of the above

Level of Difficulty

D Values

.50 _____ 12. Mrs. Brown, a home caterer, has made 10 dozen sandwiches for a tea. Her total expenses were $7.20. How much did each of the sandwiches cost? .52

1) $.07
2) $.06
3) $.05
4) $.03

.36 _____ 13. Which of the following expenses represents a "fixed" cost of the home caterer? .44

1) paper supplies
2) rent
3) caterer's time as labor cost
4) laundry

.78 _____ 14. An accompaniment which should be offered when Broiled Steak is served is: .48

1) soya sauce
2) melted butter
3) Worcestershire sauce
4) mint sauce

.38 _____ 15. A meal served in several courses at a set price is called: .39

1) a la carte
2) carte du jour
3) table d'hote
4) a la mode

.27 _____ 16. Which of the following procedures is NOT legal? Selling: .65

1) flavored cane sirup as "maple syrup".
2) "ungraded" meat.
3) dried skim milk as "non-fat milk solids".
4) canned blackberries labeled "substandard".

.29 _____ 17. Which of the following cuts of beef would give the largest amount of edible meat for the money? .04

1) plate beef @ .29
2) beef shank @ .49
3) round bone chuck @ .59
4) round steak @ 1.09

Level of Difficulty — D Values

.35 _____18. What is the rule that has been used successfully by home caterers in setting prices of their food items? .30

1) Add up the costs of food and supplies, and your time at $1.25 per hour.
2) Multiply the cost of food and supplies by two.
3) Total working hours at $1.00 per hour and multiply by three.
4) Total working hours at $1.25 per hour and multiply by two.

.30 _____19. You have brought a roast of beef home from the market. How should it be stored? 0

1) Put in the refrigerator in the store wrap.
2) Unwrap and put on plate in refrigerator. Do not cover.
3) Re-wrap loosely and put in refrigerator.
4) Re-wrap tightly and put in refrigerator.

.46 _____20. Which type of storage is INCORRECT for the foods listed after it? .48

1) Air-tight containers at room temperature: crackers, cookies, pretzels
2) Tightly covered containers in refrigerator: milk, kool-ade, fresh orange juice
3) Fruit bin in refrigerator: fresh oranges, bananas, apples
4) Covered container at room temperature: dried prunes, dried apricots, raisins

.45 _____21. If cooked foods such as macaroni and cheese are to be kept appetizing and safe for several hours, they should be kept at a temperature which is: .70

1) either very hot or very cold
2) lukewarm
3) room temperature
4) none of these is correct

.51 _____22. Which of the following is NOT a leavening agent? .70

1) baking powder
2) yeast
3) beaten egg whites
4) baking soda plus sour milk
5) steam
6) salt

Level of Difficulty — D Values

.42 _____23. Why is meat best cooked at low temperature? .61
1) because protein foods toughen at high temperature.
2) for better flavor
3) because protein foods should be cooked for a long time
4) to preserve vitamins

.58 _____24. "Meat is browned in hot fat; liquid is added: meat is covered and allowed to simmer." Which of the following is the correct name of the cooking procedure described? .39
1) roasting
2) sauteing
3) broiling
4) braising

.72 _____25. Suppose you were to use an electric slicer for the first time. Which of the following is NOT a safety procedure you should take? .44
1) Be sure neither hand nor cord is wet when connecting to outlet.
2) Understand procedure before starting machine.
3) Be sure hand guard is in place.
4) Oil machine thoroughly.

.92 _____26. Food will be washed, sliced or chopped, weighed or measured at what major work center of a food-service establishment? .30
1) pre-preparation department
2) hot food department
3) service bar
4) bakeshop

.83 _____27. What "future" is predicted for the food service industry? .52
1) It will probably level off.
2) It is expected to decline.
3) It is expected to increase.
4) It is impossible to predict the future.

.64 _____28. Which of the following characteristics is NOT necessary for efficient performance of the "back of the house" in a food service operation? .48
1) well-planned lay-out of equipment
2) adequate storage facilities
3) attractive decor
4) easy-to-care for floor coverings

Level of
Difficulty   D Values

.58 _____29. Which of the following statements is MOST characteristic of modern food service kitchens? .35
1) Most of their workers are short term, unskilled.
2) very few are automated; most things must be done by hand.
3) They must have a steady supply of capable, technically-trained workers.
4) They offer little opportunity for advancement.

.76 _____30. In many food establishments the waitress is not usually expected to: .44
1) cut and plate pies and cakes
2) dress salads
3) slice meats
4) garnish plates
5) check glassware for special soil

.39 _____31. Which of the following does NOT refer to the "sidework" which most waitresses are expected to do? .87
1) is done during slack periods and before and after meals.
2) may include dusting chairs and window sills.
3) is the waitress's chief responsiblity
4) filling cream and sugars, salt and peppers, and condiment containers.

.27 _____32. Which of the following "suggestive selling" techniques would be suitable for a waitress to use? .17
1) suggest additional items when order seems incomplete
2) suggest foods typical of a geographic region to tourists
3) suggest items like peanut butter or hot dogs for children.
4) suggest additional foods to raise the amount of the check
5) only 1) & 3) are suitable
6) 1), 2), 3), & 4) are suitable

.31 _____ 33. Which of the following situations would be LEAST likely to require a change in serving foods from the left, beverages from the right? .44
1) banquet in a large, uncrowded dining room
2) counter service
3) round table with guests in deep conversation
4) booth service

Level of Difficulty — D Values

.63 _____34. A type of buffet service that often serves special European foods is called: .65
1) a la carte
2) table d'hote
3) smorgasbord
4) gueridon

.53 _____35. When the waitress is loading a tray of food to bring in from the kitchen to serve, she .35
1) puts cups on the saucers
2) makes sure that hot and cold dishes do not touch
3) places tea or coffee pots so that the spouts face the outside of the tray
4) stacks dishes with food to be served alternately on top of each other

.42 _____36. Which of the following descriptions applies to the proper serving of beverages with a meal? .44
1) Pour or serve from the right side with the left hand.
2) Pour or serve from the right side with the right hand.
3) Fill to within one inch of the top of the cup or glass.
4) Take the beverage order before serving dessert.

.31 _____37. When clearing the main course dishes, the first things which are removed are: .04 .19*
1) soiled plates, one cover at a time.
2) empty beverage glasses and cups
3) salt and pepper shakers
4) serving dishes

.30 _____38. In clearing a restaurant table, which of the following factors is most important? -.21 .41*
1) neatness of the serving table
2) quietness in handling dishes
3) minimal disturbance of guests
4) correct procedure

.55 _____39. Which of the following is required for home food preparation services (catering) in most New York State cities? .04 .33*
1) a state license
2) a federal license
3) a permit from the local health department
4) workmen's compensation

Level of Difficulty | D Values

.66 _____40. In deciding on a menu for a catered luncheon, which of the following factors would need to be considered carefully? .74
1) group to be served
2) cost of items to be served
3) season of year
4) preparation time involved
5) all of these

.71 _____41. Which of the following conditions is NOT essential for growth of harmful bacteria? .30
1) food
2) light
3) moisture
4) warmth

.52 _____42. In which type of food service establishments would it be MOST important to have dish machine operation entirely separated from the kitchen? .17 .22*
1) snack bar
2) distinctive atmosphere restaurant
3) hospital
4) school cafeteria

.79 _____43. The guest should NEVER have to ask the waitress for: .35
1) the check
2) a menu
3) an ash tray
4) butter
5) any of the above

.18 _____44. Suppose you had a restaurant dinner which cost $1.00. What amount of the dollar represents the average restaurant profit? .17
1) 5¢
2) 15¢
3) 25¢
4) 35¢

.36 _____45. Which of the following is MOST important when choosing a job, in order that a worker may be successful? .17 .26*
1) The pay is fair for the type of job.
2) The person is capable of doing that kind of work
3) The kind of work is interesting to the worker.
4) The co-workers are congenial and helpful to newcomers.
5) The reputation of the company is good.

Level of Difficulty — D Values

.86 ____46. Which of the following is NOT the responsibility of a teen-ager? .04 .22*
1) to develop a wholesome attitude towards work.
2) to obtain an education
3) to recognize abilities and interests
4) to change jobs every few months to gain a variety of work experience.

.63 ____47. What is a trend in the working world today? .44
1) There is a greater demand for unskilled workers.
2) Women need training for the dual jobs of homemaker and worker.
3) There is less competition for jobs.
4) Service jobs are easy to get without a high school diploma.

.56 ____48. On days school is not in session, which of the following would be the LEAST desirable arrangement for caring for a six-year-old boy while his mother works? .65
1) Leave him with his grandmother.
2) Leave him at a day care center.
3) Leave him with his 12-year-old brother.
4) Hire a neighbor to keep him with her.

.30 ____49. Which attitude is LEAST likely to contribute to family satisfaction when mother goes to work? .26
1) We must continue our contacts with our friends.
2) We will have to give up all entertaining at home.
3) We will simplify entertaining at home.
4) We must figure out some gracious way to limit the number of casual guests and "drop-ins".

.34 ____50. Which attitude would be most helpful to the working mother? 0
1) The children take so long its easier to do it myself.
2) The children owe me a lot of help because I am working to help them.
3) Accepting responsibility helps children become independent.
4) Every family member must do something to help when mother works.

Level of Difficulty D Values

.16 _____51. Which of the following possible cost increases for working women would LEAST depend upon the nature of the work which she does? .04 .30*
1) clothing
2) personal care
3) transportation
4) amount of charitable contributions

.67 _____52. Which of the following costs will ALWAYS increase when the wife starts bringing in the second pay check in the family? .39
1) contributions to charities
2) income tax payments
3) transportation costs
4) clothing costs

.56 _____53. Which of the following jobs is MOST likely to require the largest expenditures for clothing? .78
1) hospital aide
2) hostess in a tea room
3) waitress
4) cook in a nursery school

.65 _____54. Which of the following is characteristic of New York State Employment Service? .35
1) lists only full-time jobs
2) charges a small fee for its services
3) is the largest employment agency in an area
4) offers few counseling and testing services

.57 _____55. Which worker does NOT have to have working papers? .17 .30*
1) if she is 16 or over
2) if she is 18 or over
3) if she is married
4) if she is a high school graduate
5) if she already has them from another job

.54 _____56. Which of the following is NOT a requirement for working papers? .39
1) permission of parent or guardian
2) a certificate signed by the prospective employer
3) legal proof of age
4) signature of the school principal
5) a physical examination

Level of   D
Difficulty   Values

.24 _____57. You will be covered by the Unemployment Insurance Law if the firm for which you work has a payroll in any calendar quarter (three month period)of: .17
1) $200 or more
2) $300 or more
3) $500 or more
4) $1,000 or more

.71 _____58. If you think you are NOT being paid at least the legal minimum you could get advice from: .26
1) NYS Employment Service office
2) Social Security office
3) NYS Court of Appeals
4) Unemployment Insurance office

.51 _____59. All but one of the following statements represents facts teenagers should know about the laws which regulate their working conditions. Which of the following statements is NOT correct? .65
1) Persons under 16 cannot work during school hours.
2) Girls may not work on the street in jobs such as boot-black.
3) Anyone over 14 may work in a factory.
4) Persons under 18 may not work where liquor is served.

.26 _____60. Which of the following expectations is NOT likely to be fulfilled by fringe benefits of union contract? -.13
1) coffee break-a.m. and/or p.m.
2) time off for illness
3) one hour lunch period
4) eight hour working day

.74 _____61. Which of the following is a sanitation practice usually followed in good restaurants? .65
1) Use tongs to handle food items
2) Get soiled dishes to the dishwasher promptly
3) Check for cracked dishes
4) Wash hands after handling money
5) (2) and (4)
6) (1), (2), (3), and (4)

.71 _____62. When you are job hunting, the accepted way to contact a specific employer is to: .30
1) Drop in any time during business hours
2) Call to make an appointment
3) Wait for the employer to specify a time
4) Any of these is acceptable

.38 _____63. Which of the following is NOT a reason for filling out an application form carefully and completely? .13 .25*
1) it gives an important first impression
2) it contains basic information about your qualifications for the job
3) it is required by law
4) it indicates how carefully and quickly you work

.23 _____64. Which of the following is LEAST helpful in securing and using references for employment? .09 .75*
1) Ask a minister, priest or rabbi for a reference, as employers are greatly concerned about moral characteristics of the applicant
2) Ask permission to use their names as reference ahead of the job interview
3) Supply a stamped-addressed envelope for the written reference
4) Know the name, its spelling, title and address of your reference when you go for the job interview.

.21_____ 65. How much does it cost per seat to equip a restaurant? .04
1) $100 to 200
2) $200 to 300
3) $500 to 1,000
4) $1,000 to 2,000

.24_____ 66. Approximately how much of each dollar spent in food service establishments is paid out to employees in wages? .26
1) 15¢
2) 25¢
3) 35¢
4) 55¢

.49_____ 67. Three dinners @ 1.00 plus three coffees @ .10 in a state where the sales tax is 2 per cent will equal a total check of .39
1) $3.30 plus 10¢ tax
2) $3.30 which is not high enough to be taxable
3) $3.30 plus 2¢ tax
4) $3.30 plus 7¢ tax

*pretest D-value

TABLE OF SPECIFICATIONS

Preparation for Employment in Food Service

Subject Area	Knowledge	Comprehension	Application		N	Percent
I. Adjustment to World of Work						
Employer's viewpoint	44,65,66				3	
Choosing and getting a job		45,62,63,64	46		5	
Changing Employment picture		27,47	29		3	
Costs of employment	52	51	53		3	
Sources of job information	55,56,57,60	54,58,59			7	
Social security				Total	21	32%
Legal Aspects						
Unions						
II. Management for Effective Living at Home and on the Job						
Management Principles, Use of resources	4	5,6	1,2,3,7		7	
Nutrition	9	10			2	
Food buying and storage		16,17,19	20		4	
Family Living			48,49,50		3	
				Total	16	24%
III. Development of Competence in Food Service						
Principles of cookery	22	24	23		3	
Waitress skills	14,15,30,34,36 37,43	31,33,35, 38	32,67		13	
Catering	18,39	11,13	12,40		6	
Dietary Aide			8		1	
Sanitation	41	42,61			3	
Understanding Principles of layout		26,28			2	
Safety			21.25		2	
				Total	30	44% 100%

NEW YORK STATE COLLEGE OF HOME ECONOMICS
A Statutory College of the State University
CORNELL UNIVERSITY
Ithaca, New York

Name______________________________

School_____________________________

Date______________________________

REACTIONS TO CHILDREN OF VARIOUS AGES

Let's face it: Infants aren't always rosy and smiling, toddlers aren't always cunning and adorable, and young sub-teens are often apt to get in your hair. Even when you are a parent there are many times when feelings are mixed about your own children.

What are your feelings about children as they cross your path in various ways from day to day? Read the numbered statements which describe different situations and place the letter of the response which best indicates your feelings in the blank to the left.

There are NO RIGHT OR WRONG ANSWERS. These are just expressions of your feelings.

_____1. I've usually been glad to go out on baby-sitting jobs more because
   A. I liked to earn the money even though it wasn't much.
   B. I enjoyed being with the children.
   C. I never do (or have done) baby-sitting.

_____2. When families of relatives of friends visit our home
   A. I'm thankful when they have no small children or babies to fuss during the visit.
   B. I'm rather glad to see the little ones and like to spend some time with them.
   C. I don't have anything to do with the small children of guests in our home.
   D. We have no friends or relatives who bring their small children when they visit in our home.

_____3. If I were asked to be a sponsor or help out in some way with a group of sub-teen girls at the "YW" or Girl Scouts and I could spare the time for it.
   A. I would agree to do it and look forward to the activities.
   B. I would agree to do it only if I couldn't possibly get out of it.
   C. I would say no.

_____4. If I had a chance at a summer vacation job that included directing play for young children at a playground
   A. I would take it only if I couldn't get ANYTHING else.
   B. I'd rather have this type of job than almost any other.
   C. I think I would enjoy this work with children.
   D. I'd take it for the money I'd earn but I wouldn't especially look forward to doing the job.

_____5. When our neighborhood lawns seem "crawling with kids" or when the air is "noisy with a crying baby", I am more apt to.
   A. Be irritated or annoyed unless it doesn't last very long.
   B. Figure "such is life" and "I was one myself once."
   C. I never notice the kids or the noise.

_____6. If a fussing, crying baby keeps me from hearing some of the dialogue at the movies
   A. I don't mind; I figure the baby can't help it and it isn't her fault.
   B. I resent the parents' having taken the baby to the movies.
   C. I have never noticed crying babies at the theaters I go to.

_____7. If my kid brother or sister or the children playing around the neighborhood asked me to join in a game of catch or rope-jumping or some other such juvenile activity.
   A. I'd just as soon play awhile; I'd really enjoy it.
   B. I'd play awhile but get out of it as soon as I could.
   C. I don't like to do this so I wouldn't commit myself to joining in.
   D. I don't get asked.

_____8. When a small child seems to deliberately disobey a direction from you (or you observe this happening with someone else), what is your first impulsive feeling.
   A. A feeling of wanting the child to be punished for disobedience.
   B. A feeling of annoyance or irritation with the child.
   C. A resigned feeling of "what can you expect of small children".
   D. A feeling of sympathy for the child.
   E. Can't say. I've never been in or observed this kind of a situation.

____9. When a toddler (who may be your little brother or a visiting neighbor child, etc.) breaks or spoils something belonging to you, are you able to keep from being angry with the child and from showing your anger about the destruction?

A. Yes
B. No
C. This has never happened to me.

____10. When a woman carrying a fussy baby gets on the bus you are riding and looks around for a seat, do you hope she won't take the vacant seat next to you?

A. Yes
B. No
C. This has never happened to me and I can't imagine myself in the situation.

____11. If I were to be asked out on a baby-sitting job I would prefer

A. The job to be only a matter of watching over sleeping babies or children for a few hours.
B. The job to involve some contact with the baby or children (such as feeding, putting to bed, etc.)
C. A job in which I could assume complete charge of the baby or children over a period of several days.

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Name____________________

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STUDENT QUESTIONNAIRE

This questionnaire has been designed to help us discover what you are like and how you feel about things. Please answer carefully. Your ideas are very important because they will be much like the ideas of the hundreds of other New York young people who will be enrolling in a wage-earning course in the future.

Directions: Please circle the letter which best describes the way you feel about the following questions:

*1. Where do you think you would rank in your class in high school?
+ a. among the best
b. above average
c. average
d. below average
e. among the poorest

*2. In order to become a doctor, lawyer, or university professor,
+ work beyond four years of college is necessary. How likely do you think it is that you could complete such advanced work?
a. very likely
b. somewhat likely
c. not sure either way
d. unlikely
e. most unlikely

*3. Do you think you have the ability to complete college?
+ a. yes, definitely
b. yes, probably
c. not sure either way
d. probably not
e. no

*4. How do you rate yourself in school ability compared with those
+ in your class at school?
a. I am among the best
b. I am above average
c. I am average
d. I am below average
e. I am among the poorest

*5. Forget for a moment how others grade your work. In your own
+ opinion how good do you think your work is?
a. My work is excellent
b. My work is good
c. My work is average
d. My work is below average
c. My work is much below average

*6. What kind of grades do you think you are capable of getting?
+ a. mostly A's
b. mostly B's
c. mostly C's
d. mostly D's
e. mostly E's

*7. Where do you think you would rank in your class in college?
+ a. among the best
b. above average
c. average
d. below average
e. among the poorest

*8. How do you rate yourself in school ability compared with your
+ close friends?
a. I am the best
b. I am above average
c. I am average
d. I am below average
e. I am the poorest

9. How much do you like school?
+ a. I want to get further education, beyond high school.
b. I want to earn a diploma.
c. I neither especially like nor dislike school.
d. I can hardly wait to get out of school.
e. I want to quit school right now.

10. Most people have school problems. How do you rate yourself
- regarding school problems?
a. I have more problems than most people I know.
b. I am above average
c. Average
d. I have fewer problems that most people
e. I don't have any school problems.

11. How much do you like home economics courses?
+ a. Better than any other courses I could take.
b. More than some other courses.
c. I like all classes about the same.
d. I don't especially like home economics.
e. I'm just taking this course for the credit.

12. How useful do you think home economics courses are?
+
- a. Every girl should be required to take home economics in high school.
- b. Home economics is useful for many girls.
- c. No more useful than any other course.
- d. Not as useful as some other courses
- e. Not useful at all.

13. How much ability do you think you have in home economics?
+
- a. I am one of the best.
- b. I am above average
- c. I am average
- d. I am below average
- e. I am one of the poorest

14. How difficult do you find home economics courses?
+
- a. easier than any other course
- b. somewhat easier than other courses
- c. just as hard as other courses
- d. somewhat harder than other courses
- e. the hardest of any of my courses

15. How valuable do you consider work experience, which is a major part of this course?
-
- a. Not valuable at all
- b. Other parts of the course are more valuable
- c. Not sure either way
- d. More valuable than much of the course
- e. The most valuable part of the course

16. Do you expect to go into the type of work for which you are being trained by this course?
+
- a. Yes, definitely
- b. Yes, probably
- c. Not sure
- d. Not really
- e. No

17. How much, in your lifetime, do you think you might work at this kind of job?
-
- a. None at all
- b. Less than a year
- c. Just until I earn money for college or get another kind of job
- d. For about 5 years
- e. For more than 5 years

18. How much do you like this type of work?
+ a. More than any other
b. Quite a bit
c. Not sure
d. Not very much
e. Not at all

19. Do you think this course will help you get a job?
+ a. Yes, definitely
b. Yes, probably
c. I don't know
d. I doubt it
e. No

20. Do you think this course will help you after you get a job?
+ a. Yes, definitely
b. Yes, probably
c. Not sure
d. Not unless I take a job in this kind of work
e. No

21. Do you think this kind of job would give you self-respect?
+ a. Yes, definitely
b. Yes, probably
c. Not sure
d. Probably not
e. No

22. Do you think your friends would look up to you if you had this
+ kind of job?
a. Yes, definitely
b. Yes, probably
c. Not sure
d. Probably not
e. No

23. Do you think jobs in this kind of work are worth having?
- a. No
b. Probably not
c. Not sure
d. Yes, probably
e. Yes, definitely

24. Do you think jobs of this type are ideal for women?
- a. No
b. Probably not
c. Not sure
d. Yes, probably
e. Yes, definitely

25. Do you think you will be able to get a job after you leave
+ school?
a. Yes, definitely
b. Yes, probably
c. Not sure
d. Probably not
e. No

26. Do you think you will be able to get a job you like after
+ you leave school?
a. Yes, definitely
b. Yes, probably
c. Not sure
d. I doubt it
e. No

27. Pretend that this is the only kind of job you can get.
+ Do you feel ready to go out on a job of this type right now?
a. Yes, definitely
b. Yes, probably
c. Not sure
d. Not really
e. No

28. Do you think work experience makes you feel more confident on
- the job?
a. No
b. Not really
c. I don't know
d. Yes, probably
e. Yes, definitely

29. How do you rate yourself when it comes to confidence?
+ a. I am among the most confident in this class
b. I am above average
c. I am average
d. I am below average
e. I am among the poorest

30. Do you think this course helps to develop confidence in yourself?
- a. No
b. Not really
c. Not sure
d. Yes, probably
e. Yes, definitely

31. Do you think this course can help you choose an occupation?
a. Yes, definitely
+ b. Yes, probably
c. Not sure
d. Not really
e. No

32. Do you think you will be able to keep a job after you get one?
+ a. Yes, definitely
b. Yes, probably
c. Not sure
d. I doubt it
e. No

33. Do you think this course might help the student to work well
+ with others?
a. Yes, definitely
b. Yes, probably
c. Not sure
d. Not really
e. No

34. How do you rate your ability to work with others?
+ a. I am among the best
b. I am above average
c. I am average
d. I am below average
e. I am among the poorest

35. Do you think this course might help a student make friends
- more easily?
a. No
b. Not really
c. Not sure either way
d. Yes, probably
e. Yes, definitely

36. How do you rate your ability to make friends?
+ a. I am among the poorest
b. I am above average
c. I am average
d. I am below average
e. I am among the poorest

37. Is the money you are able to earn through the work experience part of this course important to you?
+
a. The main reason I took this course was for the chance to earn money.
b. The money is very important to me.
c. Not sure
d. Not really
e. No

38. Do you have as much spending money as your friends?
+
a. Yes, definitely
b. Yes, probably
c. Not sure
d. Not really
e. No

39. How do you rate your ability to accept responsibility?
+
a. I am among the best
b. I am above average
c. Not sure
d. I am below average
e. I just can't take responsibility

40. How do you rate your ability to remain calm under pressure?
+
a. It is easy for me to remain calm under pressure
b. I am above average
c. Not sure
d. I am below average
e. I go to pieces under pressure

41. How do you rate your ability to "take it" when the going gets rough?
+
a. I am among the best
b. I am above average
c. Not sure
d. I am below average
e. I am among the poorest

42. Do you have a good knowledge of the kinds of jobs there are available to you?
-
a. No
b. Not really
c. Not sure
d. Yes, probably
e. Yes, definitely

The following statements have been given by girls like you as reasons why they like or dislike home economics courses. Do you agree with them? Please rate each of the statements as follows:

A	a	?	d	D
Strongly agree	mildly agree	Don't know	mildly disagree	Strongly disagree

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "?" if you don't know, around the "d" if you mildly disagree, and around the "D" if you strongly disagree.

There are no right or wrong answers, just answer according to your own opinion.

+A a ? d D 1. I think home economics courses help me become the kind of adult I want to be.

+A a ? d D 2. I like courses with lots of activity.

+A a ? d D 3. I think home economics courses meet the needs of each student.

-A a ? d D 4. We already know many of the things we are taught in home economics classes.

+A a ? d D 5. I don't have to worry so much about passing examinations in home economics.

+A a ? d D 6. I like the informal atmosphere of home economics classes.

-A a ? d D 7. Many of the things we are taught in home economics classes we can easily learn at home or somewhere else.

-A a ? d D 8. I think many home economics teachers are too fussy and impractical.

+A a ? d D 9. I feel that my home economics teachers are interested in me as a person.

+A a ? d D 10. I think home economics courses will help me all my life.

The following statements have been given by others like you as problems with which they would like help. Do you have any of the same problems? Circle the answer which best describes your feelings.

_A a ? d D 1. I need to prepare for a job after high school.

_A a ? d D 2. I need training in an occupation so I can advance faster on the job after I get one.

_A a ? d D 3. I need training in an occupation so I will always be able to get a job during my lifetime.

_A a ? d D 4.. I need to learn how to go about getting a job.

_A a ? d D 5. I don't know how to act on a job interview.

_A a ? d D 6. I don't know for what work I am best suited.

_A a ? d D 7. I can't seem to plan my work so that things are finished on time.

_A a ? d D 8. I can't be pleasant to people who are disagreeable.

_A a ? d D 9. I get upset when things go wrong.

_A a ? d D 10. I need to be able to admit it when I make a mistake.

_A a ? d D 11. I am uncomfortable with people I don't know.

_A a ? d D 12. I am uncomfortable in strange places.

_A a ? d D 13. I need to become so interested in others that I forget to be self-conscious.

_A a ? d D 14. I need to have more faith in myself and not be discouraged so easily.

_A a ? d D 15. I need to learn to "take it" so my feelings aren't hurt so easily.

_A a ? d D 16. I need to learn to put what's good for the group ahead of my own wishes.

_A a ? d D 17. I have little use for people who believe differently from me.

-A a ? d D 18. I am discouraged and afraid before I ever get started.

-A a ? d D 19. I feel out of place at school.

-A a ? d D 20. I have trouble working things out for myself.

-A a ? d D 21. I am hurt when people criticize me.

-A a ? d D 22. It is hard for me to go ahead on a job, even when I know how to do it.

-A a ? d D 23. I don't know what I really want to do when I get out of school.

-A a ? d D 24. I want to learn what it would be like out on a job.

-A a ? d D 25. I am afraid to try anything new.

-A a ? d D 26. I am afraid I will have to quit school and go to work fulltime.

-A a ? d D 27. I need to save money for further education, beyond high school.

-A a ? d D 28. I need money for nice clothing.

-A a ? d D 29. I need money for amusements and snacks.

-A a ? d D 30. I seem to have trouble getting along with some of my teachers.

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Attitude Toward Home Economics

A	a	?	d	D
Strongly Agree	Mildly Agree	Don't Know	Mildly Disagree	Strongly Disagree

+* A a ? d D 1. I think home economics courses help me become the kind of adult I want to be.

- A a ? d D 2. I like courses with lots of activity.

+ A a ? d D 3. I think home economics courses meet the needs of each student

+ A a ? d D 4. We already know many of the things we are taught in home economics classes.

- A a ? d D 5. I don't have to worry so much about passing examinations in home economics.

+ A a ? d D 6. I like the informal atmosphere of home economics classes.

- A a ? d D 7. Many of the things we are taught in home economics classes we can easily learn at home or somewhere else.

- A a ? d D 8. I think many home economics teachers are too fussy and impractical.

+ A a ? d D 9. I feel that my home economics teachers are interested in me as a person.

+ A a ? d D 10. I think home economics courses will help me all my life.

+ 11. How much do you like home economics courses?
a. Better than any other courses I could take.
b. More than some other courses.
c. I like all classes about the same.
d. I don't especially like home economics.
e. I am just taking this course for the credit.

* + = positive statement; - = negative statement

+ 12. How useful do you think home economics courses are?
   a. Every girl should be required to take home economics in high school.
   b. Home economics is useful for many girls.
   c. No more useful than any other course
   d. Not as useful as some other courses.
   e. Not useful at all.

+ 13. How much ability do you think you have in home economics?
   a. I am one of the best.
   b. I am above average.
   c. I am average.
   d. I am below average.
   e. I am one of the poorest.

+ 14. How difficult do you find home economics courses?
   a. Easier than any other course.
   b. Somewhat easier than other courses.
   c. Just as hard as other courses.
   d. Somewhat harder than other courses.
   e. The hardest of any of my courses.

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Concept of Self in the World of Work

*+ 1. Do you think you will be able to get a job after you leave school?
   a. Yes, definitely
   b. Yes, probably
   c. Not sure
   d. Probably not
   e. No

+ 2. How do you rate yourself when it comes to confidence?
   a. I am among the most confident in this class.
   b. I am above average
   c. I am average
   d. I am below average
   e. I am among the poorest

+ 3. Do you think you will be able to keep a job after you get one?
   a. Yes, definitely
   b. Yes, probably
   c. Not sure
   d. I doubt it
   e. No

+ 4. How do rate your ability to work with others?
   a. I am among the best
   b. I am above average
   c. I am average
   d. I am below average
   e. I am among the poorest

+ 5. How do you rate your ability to make friends?
   a. I am among the best
   b. I am above average
   c. I am average
   d. I am below average
   e. I am among the poorest

* + = positive statement; - = negative statement

+ 6. How do you rate your ability to accept responsibility?
a. I am among the best
b. I am above average
c. Not sure
d. I am below average
e. I just can't take responsibiity.

+ 7. How do you rate your ability to remain calm under pressure?
a. It is easy for me to remain calm under pressure
b. I am above average
c. Not sure
d. I am below average
e. I go to pieces under pressure

+ 8. How do you rate your ability to "take it" when the going gets rough?
a. I am among the best
b. I am above average
c. Not sure
d. I am below average
e. I am among the poorest

A	a	?	d	D
Strongly agree	Mildly agree	Don't know	Mildly disagree	Strongly disagree

- A a ? d D 9. I can't be pleasant to people who are disagreeable.

- A a ? d D 10. I get upset when things go wrong.

- A a ? d D 11. I need to be able to admit when I make a mistake.

- A a ? d D 12. I am uncomfortable with people I don't know.

- A a ? d D 13. I am uncomfortable in strange places.

- A a ? d D 14. I need to become so interested in others that I forget to be self-conscious.

- A a ? d D 15. I need to have more faith in myself and not be discouraged so easily.

- A a ? d D 16. I need to learn to "take it" so my feelings aren't hurt so easily.

- A a ? d D 17. I need to learn to put what's good for the group ahead of my own wishes.
- A a ? d D 18. I have little use for people who believe differently from me.
- A a ? d D 19. I am discouraged and afraid before I ever get started.
- A a ? d D 20. I feel out of place at school.
- A a ? d D 21. I have trouble working things out for myself.
- A a ? d D 22. I am hurt when people criticize me.
- A a ? d D 23. It is hard for me to go ahead on a job, even when I know how to do it.
- A a ? d D 24. I don't know what I really want to do when I get out of school.
- A a ? d D 25. I am afraid to try anything new.

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Interest in Earning Money

*+1. Is the money you are able to earn through the work experience part of this course important to you?
   a. The main reason I took this course was for the chance to earn money.
   b. The money is very important to me.
   c. Not sure.
   d. Not really.
   e. No.

+2. Do you have as much spending money as your friends?
   a. Yes, definitely.
   b. Yes, probably.
   c. Not sure.
   d. Not really.
   e. No.

A	a	?	d	D
Strongly agree	Mildly agree	Don't know	Mildly disagree	Strongly disagree

- A a ? d D 3. I am afraid I will have to quit school and go to work fulltime.

- A a ? d D 4. I need to save money for further education, beyond high school.

- A a ? d D 5. I need money for nice clothing.

- A a ? d D 6. I need money for amusements and snacks.

* + = positive statement; - = negative statement

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ATTITUDE TOWARD SCHOOL

1. How much do you like school?

   + I want to get further education, beyond high school
   + I want to earn a diploma
   - I neither especially like nor dislike school
   - I can hardly wait to get out of school
   - I want to quit school right now

2. What kind of grades do you think you are capable of getting?

   + mostly A's
   + mostly B's
   - mostly C's
   - mostly D's
   - mostly F's

3. I feel out of place at school.

   + strongly disagree
   - mildly disagree
   - don't know
   - mildly agree
   - strongly agree

4. Do you think you have the ability to complete college?

   + yes, definitely
   + yes, probably
   - not sure either way
   - probably not
   - no

5. Most people have school problems. How do you rate yourself regarding school problems?

   + I don't have any school problems
   + I have fewer problems than most people
   - average
   - I am above average
   - I have more problems than most people I know

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ATTITUDE TOWARD TYPE JOB

1. Do you think jobs of this type are ideal for women?

   + yes, definitely
   + yes, probably
   - not sure
   - probably not
   - no

2. Do you think this kind of job would give you self-respect?

   + yes, definitely
   + yes, probably
   - not sure
   - probably not
   - no

3. How much do you like this type of work?

   + more than any other
   + quite a bit
   - not sure
   - not very much
   - not at all

4. Do you think your friends would look up to you if you had this kind of job?

   + yes, definitely
   + yes, probably
   - not sure
   - probably not
   - no

5. How much, in your lifetime, do you think you might work at this kind of job?

   + for more than 5 years
   - for about 5 years
   - just until I earn money for college or get another kind of job
   - less than a year
   - none at all

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ATTITUDE TOWARD WORKING WITH OTHERS

1. I have little use for people who believe differently from me.

   + strongly disagree
   + mildly disagree
   - don't know
   - mildly agree
   - strongly agree

2. I seem to have trouble getting along with some of my teachers.

   + strongly disagree
   + mildly disagree
   - don't know
   - mildly agree
   - strongly agree

3. I can't be pleasant to people who are disagreeable.

   + strongly disagree
   + mildly disagree
   - don't know
   - mildly agree
   - strongly agree

4. I need to become so interested in others that I forget to be self-conscious.

   + strongly disagree
   + mildly disagree
   - don't know
   - mildly agree
   - strongly agree

5. I need to learn to put what's good for the group ahead of my own wishes.

   + strongly disagree
   + mildly disagree
   - don't know
   - mildly agree
   - strongly agree

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EXPECTATION FROM THE COURSE

1. Do you think this course helps to develop confidence in yourself?

   + yes, definitely
   + yes, probably
   - not sure
   - not really
   - no

2. Do you think this course can help you choose an occupation?

   + yes, definitely
   + yes, probably
   - not sure
   - not really
   - no

3. Do you think this course might help a student make friends more easily?

   + yes, definitely
   + yes, probably
   - not sure either way
   - not really
   - no

4. Is the money you are able to earn through the work experience part of this course important to you?

   + the main reason I took this course was for the chance to earn money
   + the money is very important to me
   - not sure
   - not really
   - no

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INTEREST IN OCCUPATIONAL TRAINING

1. Do you think you will be able to get a job after you leave school?
   + yes, definitely
   + yes, probably
   - not sure
   - probably not
   - no

2. I don't know how to act on a job interview.
   + strongly disagree
   + mildly disagree
   + don't know
   - mildly agree
   - strongly agree

3. I don't know for what work I am best suited.
   + strongly disagree
   + mildly disagree
   + don't know
   - mildly agree
   - strongly agree

4. Do you have a good knowledge of the kinds of jobs there are available to you?
   + yes, definitely
   + yes, probably
   - not sure
   - not really
   - no

5. I want to learn what it would be like out on a job.
   + strongly disagree
   + mildly disagree
   + don't know
   - mildly agree
   - strongly agree

6. I need to prepare for a job after high school.
   + strongly disagree
   + mildly disagree
   + don't know
   - mildly agree
   - strongly agree

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SELF CONFIDENCE

1. I am afraid to try anything new.

    + strongly disagree
    + mildly disagree
    - don't know
    - mildly agree
    - strongly agree

2. How do you rate your ability to accept responsibility?

    + I am among the best
    + I am above average
    - not sure
    - I am below average
    - I just can't take responsibility

3. How do you rate your ability to remain calm under pressure?

    + It is easy for me to remain calm under pressure
    + I am above average
    - not sure
    - I am below average
    - I go to pieces under pressure

4. How do you rate your ability to work with others?

    + I am among the best
    + I am above average
    - I am average
    - I am below average
    - I am among the poorest

5. How do you rate yourself when it comes to confidence?

    + I am among the most confident in this class
    + I am above average
    - I am average
    - I am below average
    - I am among the poorest

NEW YORK STATE COLLEGE OF HOME ECONOMICS
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Dear (employer)

A research team at the New York State College of Home Economics, Cornell University, is currently evaluating some pilot programs for training secondary school students for wage-earning. We are carrying on the evaluation at the request of the New York State Bureau of Home Economics Education, State Education Department. One of the courses in which we are interested is the occupational home economics class taught in ______________ School last year, of which __________ ________ was a member. As part of our study we are requesting employers of these students to rate them on the enclosed scale. Will you kindly do so at your convenience and then return the scale to us for our records?

Thank you very much for your cooperation in this study which is intended to help young people secure jobs for which they are suited and in which they can be happy.

Sincerely,

(Mrs.) Gertrude Jacoby
Research Associate

NEW YORK STATE COLLEGE OF HOME ECONOMICS
A Statutory College of the State University
CORNELL UNIVERSITY
Ithaca, New York

September 15, 1966

Dear (student)

An important part of our study of the new classes in food service and child care is to find out whether the students who took the courses were able to get jobs. Not all of you want to work yet, of course. Nevertheless, we should like to know whether you looked for a job last summer and, if you landed one, how you liked it.

The postcards we sent this summer gave us some helpful information about your jobs. If you have not yet returned your cards, please do so.

Please answer the following questions also:

Did you work last summer?_______________ How many hours a week_____?

Did you work as many hours as you wanted to?_____What were you paid per hour?______What job did you have?______________________________

Did you change jobs during the summer?_____Why?____________________

What was the last job you had?______________ Name and address of your last employer____

Did you like your job?_____(Please fill in the attached rating scale in which you rate your job so we can tell how you felt about it)

Did you want to work last summer but could not get a job?_____Why couldn't you find work? (such as transportation problems; too young; no jobs that I like were available; etc.)__________________________

____

Thank you very much. Remember, we must have this information from every single one of you so we can fulfill our purpose: to learn as much as possible about the new classes so that they can be improved for all students who will follow you.

Sincerely,

(Mrs.) Gertrude Jacoby
Research Associate

NEW YORK STATE COLLEGE OF HOME ECONOMICS
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Ithaca, New York

Department of Home Economics Education December 9, 1966

FOLLOW-UP STUDY, NEW YORK STATE PROJECT #80

Name:

1. Do you have a job?

   ____ Yes

   ____ I can't find a job

   ____ I don't plan to work because:

IF YOU HAVE A JOB, PLEASE ANSWER THE FOLLOWING QUESTIONS:

2. What is your job?

3. What is your employer's name and address?

   Employer's name:

   Employer's address:

4. How many hours do you work each week?

5. How much are you paid per hour?

6. Do you like your job?

7. Do you have any special problems?

NEW YORK STATE COLLEGE OF HOME ECONOMICS
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Department of Home Economics Education

December 12, 1966

The most important part of the study of the new classes in food service and child care, New York State Project #80, is to find out whether students who looked for jobs were able to get them and whether they like their jobs.

We have sent you several post cards as part of our "Follow-up" study to see where you are and what you are doing. The time has now come to write you for the last time. Soon we will prepare our report of the study, which will be sent all over the United States. Will you please do the following things for us so we can complete the study: (1) answer our questions about the job you now hold and (2) fill in the rating scale, "My Job", so we will know how you feel about your job?

Thank you very much. Remember, we must have this information from every single one of you so we can fulfill our purpose: to learn as much as possible about the new classes, so that they can be improved for all students who will follow you.

Sincerely,

(Mrs.) Gertrude Jacoby
Research Associate

NEW YORK STATE COLLEGE OF HOME ECONOMICS
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Name____________________________

Address____________________________

Employer____________________________

EMPLOYER RATING: HOME ECONOMICS OCCUPATIONAL EDUCATION
Follow-up Study: New York State Project #80 Evaluation of Pilot Programs in Home Economics Occupational Education

Directions: The following is a scale by which to judge the employability characteristics of young people in entry-level jobs. Please indicate at the right the number corresponding to your rating of the employee for each item.

D-Values		1 Unsatisfactory	2 Poor	3 Acceptable	4 Good	5 Superior	Rating	Range
.37	APPEARANCE	Sloppy, unattractive		Meets minimum requirements of job.		Attractive, adds to business image.		2
	RELATIONSHIPS							
.25	Supervisor	Resists criticism and direction		Accepts supervision, follows directions.		Invites criticism, quickly understands directions		2
.30	Co-Workers	Source of friction		Cooperates with others.		Contributes to group moral		2
.31	Public	Discourteous, neglects patrons.		Courteous, puts patron first.		Enjoys people; can handle difficult patrons.		2
	PRODUCTION							
.27	Quantity	Rarely finishes assigned task.		Reasonable work pace; requires occasional help.		Consistently on top of job; helps others.		2
.41	Quality	Careless, sloppy		Meets minimum standards		Does careful work of high quality		1

D-Values		1 Unsatisfactory 2 Poor	3 Acceptable 4 Good	5 Superior	Rating	Range
.38	Safety	A hazard to himself and others	Needs occasional warning.	Alert to hazards to himself and others.		1
.41	Initiative	Dependent upon direction	Shows initiative in routine matters.	Consistently goes ahead on own.		2
	DEPEND-ABILITY					
.40	Integrity	Questionable honesty about time, money, supplies	Has confidence of supervisors and workers	Completely honest about time, money, supplies		2
.17	Loyalty	Criticizes company on and off job.	Accepts company facilities and policies	Promotes company, shows pride.		1
.20	Absenteeism	Late and/or excessive absenteeism	Usually punctual; rarely absent.	Consistently on-the-job.		1

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Date: ____________ MY JOB Name: ____________

DIRECTIONS: The following is a scale to be used to see how you feel about your present job. Please mark your rating of the job in each of the squares at the right.

Key: D-Values		Not Acceptable 1	Poor 2	Acceptable 3	Good 4	Very Good 5	Rating
.25	I MY EMPLOYER	1 He is mean and harsh; he doesn't care about the employees as long as they get the work done.	2	3 He is rather stand-offish but not a bad guy; he is generally thoughtful of the employees.	4	5 He is understanding and sympathetic; he is always considerate of employees.	
.29		He has obvious favorites among the employees.		He seems to have favorites, but everyone is treated pretty much alike.		He is fair in treating all employees alike.	
.29		He never lets me know whether or not I am doing a good job.		He lets me know if I do something wrong, but not if I do something right.		He keeps me informed as to how well I am doing.	
.34		I listen to his opinions because I have to--not because I have much respect for him.		I respect his opinion on questions relating to the job.		He deserves my respect and regard as a person and as a businessman.	
.32	II PHYSICAL AND MENTAL EXERTION	1 Job is very tiring physically OR too much concentration is involved.	2	3 Job is occasionally over-tiring physically or mentally.	4	5 Workload and pressure are reasonable for this type of job.	
.32		Work pace is fast with too much to do.		Workload is too heavy or too rushed only on certain occasions.		Adequate time available to do the job well.	

D-values							Rating
	III	1	2	3	4	5	
.18	MY CO-WORKERS	The other workers are not interested in the same things that I like.		Some of the other workers share my interests and attitudes.		The other workers have the same general interests and attitudes that I have.	
.29		I have no friends at work.		I get along pretty well with everyone but have no close friends.		I have some real, lasting friends at work.	
.30		We disagree about who is supposed to do which job; there is a lot of rivalry.		Most of the workers do their share of the work with little friction among us.		We work together well as a team with everyone doing his share of the work.	
	IV	1	2	3	4	5	
.23	WORKING CONDITIONS	The work area is ugly, dirty, and/or too noisy.		The work area is clean but not very attractive or quiet.		The work area is attractive, clean, and relatively quiet.	
.42		The building is too hot or too cold to be comfortable.		The temperature of the building is usually comfortable.		The temperature is pleasant for the type of work being done.	
.24		The job is dangerous and no one cares much about safety.		Some attention has been given to safety, but certain parts of the jobs are hazardous.		The employer continually stresses safety and uses many safety devices.	
	V	1	2	3	4	5	
.35	SALARY AND OTHER	The pay for this job isn't large enough to live on.		My pay is large enough for anything I really need.		My pay is large enough to buy what I need plus some extras.	
.26		The pay is the same for every employee.		The pay depends on how long a worker has been here.		The pay depends on how long the worker has been here, how hard the job is, and how well he does the job.	

D-Values					Rating
.30	V SALARY AND OTHER (con't)	1 2 There are no benefits (sick leave pay, insurance etc.) connected with this job.	3 4 The benefits are o.k.	5 Benefits with this job are so good that they make me want to keep working here.	
.14	VI MY OWN JOB	1 2 I am not sure I am able to do a good job in this kind of work.	3 4 I do pretty good work but still need to improve a great deal.	5 I feel that I am able to handle this job well.	
.31		My training didn't help much; almost everything I've learned has been on the job.	My training helped me to learn the job more rapidly after I got there.	I feel that I had enough training for the job before starting work.	
.30		I am ashamed to tell people what I do and where I work.	This job and company are as good as those for which my friends are working.	I am proud to say what my job is and where I work.	
.30		The work is boring.	The work is about average--sometimes interesting and sometimes boring.	The work is interesting and gives me a lot of personal satisfaction.	
.20		Someone always tells me what to do; I never get to make any decisions.	I make little decisions in my job but don't have any voice in really important things.	I have the opportunity to use my initiative and to help decide what is going on.	
.35		My job is fixed; I don't think I will ever get a promotion.	There are some opportunities for promotion here.	There is a good possibility of promotion if I work hard	
.07		For all I know I may get fired tomorrow.	If I do a good job, I don't have to worry about getting fired.	I feel so sure of this job that I don't have to worry about losing it.	
.34		I am sorry that I took this job.	This job is fine, but I might like some other type of work better.	This job has convinced me that I would like to remain in this type of work permanently.	

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Name______________________________

Suggested Form for Final Report of Work Experiences
1965 - 66

School____________________________

Student's Name	Hours Spent on Each Type of Work Experience				Job Held **	Total Hours	Total $ Earned	Grade on Work Experience	School Credit
	Type A*	Type B	Type C	Type D					

*Type A: Paid Work Experience related to H.E. 13 or 14, Outside employer
Type B: Paid Work Experience related to H.E. 13 or 14, Under School auspices
Type C: Unpaid Work Experience related to H.E. 13 or 14, (for example, nursery school participation or catering done as a class project)

Type D: Paid Work Experience, not related to H.E. 13 or 14, Outside employer

** Jobs Held: such as waitress, cook's helper, etc.

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Name__________________________

FINANCING

School__________________________

Month of________________________

DIRECTIONS: In the appropriate spaces below, please indicate the approximate amount of money spent in each category.

CATEGORY	AMOUNT SPENT
Supplies - food, paper, etc.	
Large equipment - specify briefly	
Small equipment - specify briefly	
Maintenance of equipment	
Audio-visual materials, including rental	
Books and pamphlets	
Magazines and newspapers	
Special clothing	

CATEGORY	AMOUNT SPENT
Class field trips	
Teacher transportation	
Other - please specify	

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Name______________________________

School_____________________________

Subject matter covered_________________
____

INSTRUCTIONAL MATERIALS

DIRECTIONS: The following is a list of instructional materials. After each one which you used this month, please give a brief description; rate; and comment if you wish.

INSTRUCTIONAL MATERIAL	BRIEF DESCRIPTION	RATING AND COMMENT Y - satisfactory way of presenting ideas N - ideas could better be presented another way
Teacher prepared handouts		
Pamphlets		
Movies		
Filmstrips and slides		
Records and tapes		
Overhead projector		

INSTRUCTIONAL MATERIAL	BRIEF DESCRIPTION	RATING AND COMMENT
Opaque projector		
Programmed instruction		
Television		
Magazines and newspapers		
Bulletin boards		
Flip charts		
Flannel (or magnetic) boards		
Texts		
Other		

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Teacher Attitude Toward Course

The following is confidential. Please answer as you really feel. We need to know your feelings about several aspects of the home economics occupational education pilot programs so that we may be of help to others in years following. Any comments you care to make will be both appropriate and useful.

Directions: Please read each of the following statements. Rate your feelings toward them using the following scale.

A - strongly agree
a - mildly agree
? - undecided
d - mildly disagree
D - strongly disagree

Circle the correct letter in the column at the right following the statement.

1. I am very glad to have the opportunity to teach this course. A a ? d D
2. I think I will feel secure in this new teaching position. A a ? d D
3. I feel competent to teach this course. A a ? d D
4. Occupational education belongs in the high school home economics curriculum. A a ? d D
5. I am satisfied with the types and ability of students selected to take the course. A a ? d D
6. I would have preferred students of less limited mental ability. A a ? d D

7. I would have preferred students with a different background (socio-economic, ethnic, racial). A a ? d D

8. The formal training I have had in education is adequate for me to teach this course. A a ? d D

9. I believe that the amount of my teaching experience is sufficient for teaching this course. A a ? d D

10. I have had enough work experience to provide background for teaching occupational education. A a ? d D

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Name ______________________________

TEACHER INFORMATION - Fall

School ____________________________

Formal Educational Background:

Directions: From the following list of educational experiences, check those which you have had and list the major area of study for each.

	Major Field	Minor Field
____ Bachelor's Degree		
____ Master's Degree		
____ Ph.D. Degree		
____ Course work beyond highest degree checked		

Teaching Experience:

Directions: From the following list of teaching experiences, check those which you have had. Give the approximate total length of time of the experiences and tell primarily what you taught.

Experience	How Long	Subject or Areas
____ High school		
____ Junior high		
____ Elementary school		
____ Adult classes		
____ Informal teaching		
____ Other ____________		

Additional Occupational Background:

Directions: List additional work experiences you have had which you feel have been pertinent or helpful in your teaching of this course.

1.

2.

3.

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CORNELL UNIVERSITY
Ithaca, New York

Name______________________________

TEACHER INFORMATION -
Spring

School____________________________

Needed Training or Experience:

What types of work experience do you feel would have been helpful to have had before teaching this course?

What subject areas of home economics and what skills did you find most helpful in teaching this course?

What skills needed to be learned or further developed by you in addition to those needed to teach home economics?

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Name______________________________

School____________________________

TEACHER'S EVALUATION OF PILOT PROGRAM - End of year

DIRECTIONS: From the following list check only those items which you believe were inadequate and/or could be done better if you were to teach this same course next year. Additional comments to explain your response would be helpful.

AREA COMMENT

Facilities and resources:

_____classroom space
_____laboratory space
_____storage space
_____equipment
_____supplies
_____instructional materials (which ones?)
_____other______________________________

Financing:

_____preparing budget and/or requisition
_____obtaining funds
_____other______________________________

AREA COMMENT

Course content:

_____establishing objectives
_____selecting content
_____planning units of work
_____other_______________________________

Student work experiences:

_____finding enough appropriate work experiences
_____transportation of students to work
_____obtaining working papers
_____arranging for physical examinations
_____obtaining special uniforms or clothing
_____other_______________________________

Evaluating students:

_____finding time to develop evaluative instruments
_____measuring changes in attitudes
_____measuring changes in skills
_____assigning grades:

    _____course work
    _____work experience

_____other_______________________________

AREA COMMENT

Selection of students for course:

_____considerations in selecting students
_____interpreting program to prospective students
_____other_______________________________

Department routine:

_____need for secretarial help
_____need for filing system
_____purchasing supplies or equipment
_____scheduling field trips
_____other_______________________________

Communications with:
_____parents
_____students
_____guidance personnel
_____administration
_____other teachers
_____advisory committee
_____employers of students
_____other_______________________________

Public relations:
_____interpreting program to public
_____obtaining publicity through school media
_____obtaining publicity through mass communications media
_____other_______________________________

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Name________________________________

PRE-TEACHING TIME DEMANDS

School______________________________

DIRECTIONS: In the spaces below, please note the approximate number of hours which you spent on the following activities before the start of school.

ACTIVITY	TIME SPENT
Preparing publicity to interest students, parents, employers, etc.	
Obtaining student information	
Selection of students	
Conferences with parents	
Conferences with guidance counselor	
Conferences with advisory committee	
Scheduling classes	
Organizing course content and objectives	
Organizing equipment and instructional materials	
Contacting resource people (e.g., guest speakers)	
Contacting prospective employers	
Developing record and filing systems	
Preparing a budget	
Purchasing equipment and supplies	
Other (Please specify)______________________________	

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Name____________________________

TEACHING TIME DEMANDS

School__________________________

Month of________________________

DIRECTIONS: In the appropriate spaces below, please note the approximate number of class periods spent on the following activities this month.

ACTIVITY	NUMBER OF CLASS PERIODS
Classroom teaching	
Lesson preparation (all phases)	
Scheduling work experiences	
Supervising work experiences	
Evaluating work experiences	
Student conferences	
Parent contact - specify phone, letter, visit, etc.	

ACTIVITY	NUMBER OF CLASS PERIODS
Other conferences: Guidance counselor - - - - - - - - Advisory committee - - - - - - - - Coordinators - - - - - - - - - - - - Other ____________________ ____________________ ____________________	
Public relations (please specify)	
Routine department business - supplies, records, etc.	
Research conferences, record keeping, letters, etc.	
Other (please specify)	

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CHILD CARE FACILITIES QUESTIONNAIRE

1. Did your child care aide program include a preschool laboratory?
   Yes____ No____
2. The left column lists possible facilities which may have been used in the pre-school laboratory. Please indicate which, if any of these you used by placing the appropriate letter in the center column.

3. In the right column, please indicate your opinion of the usefulness of each of the facilities you used.

EQUIPMENT OR FACILITY ACTIVE PLAY EQUIPMENT	USE IN PRE-SCHOOL LABORATORY Y = yes N = no	OPINION OF USEFULNESS Essential =E Desirable =D Immaterial =I
Wheel toys: wagon		
wheelbarrow		
tricycle		
Climbing Apparatus: ladders		
slides		
jungle gym		
saw horses		
boards		
steps		
Swings		
Crawling through apparatus		
Sandbox and sand toys		

EQUIPMENT OR FACILITY	USE IN PRE-SCHOOL LABORATORY	OPINION OF USEFULNESS
Building Materials		
packing boxes		
hollow blocks		
smooth boards		
kegs		
Rocking boat		
QUIET WORK AND PLAY EQUIPMENT		
Books		
Puzzles		
Games (picture, number, color)		
Water play table and toys		
Manipulative toys:		
lincoln logs		
snap blocks		
tinker toys		
leggo		
Flannel board		
BASIC ART EQUIPMENT		
Easels		
Blunt scissors		
Paint brushes		
Woodworking tools:		
hammers		
saws		

EQUIPMENT OR FACILITY	USE IN PRE-SCHOOL LABORATORY	OPINION OF USEFULNESS
nails		
screws		
Chalkboard		
BASIC MUSIC EQUIPMENT		
Record player		
Records		
Simple rhythm instruments		
Musical instruments		
EXPENDABLE EDUCATIONAL SUPPLIES		
Easel paints		
Finger paints		
Crayons		
Chalk		
Collage materials		
Clay		
Paste		
Paper		
Play dough		
Soft wood scraps		
CREATIVE PLAY MATERIALS		
Housekeeping Play Equipment:		
dolls		
doll bed		

EQUIPMENT OR FACILITY	USE IN PRE-SCHOOL LABORATORY	OPINION OF USEFULNESS
chest		
stove		
cabinet		
ironing board and iron		
dishes		
table		
chairs		
mirror		
broom and dust mop		
Floor blocks with accessories (family figures, farm and zoo animals)		
Transportation toys:		
trucks		
trains		
airplanes		
boats		
BASIC INDOOR FURNISHINGS AND EQUIPMENT		
Tables		
Chairs		
Locker units or coat rack		
Cots, rugs or blankets		
Low open shelf units for blocks and toys		
Library display rack		

EQUIPMENT OR FACILITY	USE IN PRE-SCHOOL LABORATORY	OPINION OF USEFULNESS
Room dividers		
Food and materials cart		
Range		
Refrigeration facilities		

4. Was the process of obtaining any of these facilities or equipment a problem? Yes_____ No_____

What was the facility or equipment?

What was the problem?

5. Of the "special" projects which you used as learning experiences, which were possible only because of some facilities and/or equipment added for the course?

Project	Added Facilities/Equipment

6. What projects that you consider essential or important were you unable to use because you lacked facilities or equipment?

Project	Needed Facilities/Equipment

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FOOD SERVICE FACILITIES QUESTIONNAIRE

1. Did your food service program include laboratory practice in quantity food preparation? Yes___ No___

2. The left column is a list of possible facilities which may have been used to teach quantity food preparation. Please indicate which, if any, of these you used by placing the appropriate letter in the center column.

3. In the right column, please indicate your opinion of the usefulness of each of the facilities.

FACILITY	FREQUENCY OF USE Regularly all year = R Occasionally = O Blocked time = B (please indicate how long)	OPINION OF USEFULNESS Essential = E Desirable = D Immaterial = I
Home economics department kitchen		
School cafeteria kitchen		
Class quantity food preparation center		
Faculty lunchroom		

4. Was the process of getting to and/or obtaining use of any of the facilities a problem? Yes___ No___

What was the facility?

What was the problem?

5. The left column is a list of equipment which might be used in teaching quantity food preparation. Please indicate which of these, if any, you used by placing the appropriate letter in the center column.

6. In the right column, please indicate your opinion of the usefulness of each item of institutional equipment regardless of whether or not you used the item.

ITEM OF INSTITUTIONAL EQUIPMENT	FREQUENCY OF USE Regularly all year = R Occasionally = O Blocked time = B (please indicate how long)	OPINION OF USEFULNESS Essential = E Desirable = D Immaterial = I
Blender		
Broiler		
Cash register		
Chopper, mechanical		
Coffeemaker		
Compartment steamer		
Cafeteria counter		
Deep fat fryer		
Electric slicing machine		
Freezer		
Grill		
Mechanical dishwashing equipment		
Mixer		
Ovens, Convection		
Ovens, deck		
Ovens, microwave		

ITEM OF INSTITUTIONAL EQUIPMENT	FREQUENCY OF USE Regularly all year = R Occasionally = O Blocked time = B (please indicate how long)	OPINION OF USEFULNESS Essential = E Desirable = D Immaterial = I
Range		
Refrigerator, reach in		
Refrigerator, walk in		
Steam jacketed kettle		
Toaster		
Trays		
Tray stands		
Soda fountain		
Uniforms		
Vegetable peeler		
Other (please specify)		

(Please check one):

7. Do you have gas equipment___ electric equipment___ both___?

8. Of the "special" projects which you used as learning experiences, which were possible only because of some facilities and/or equipment added for the course?

PROJECT	ADDED FACILITIES/EQUIPMENT

9. What projects that you consider essential or important were you unable to use because you lacked facilities or equipment?

PROJECT	NEEDED FACILITIES/EQUIPMENT

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NEW YORK STATE COLLEGE OF HOME ECONOMICS
A Statutory College of the State University
CORNELL UNIVERSITY
Ithaca, New York

Name______________________________

School______________________________

CONSIDERATIONS IN SELECTING STUDENTS

DIRECTIONS: The following considerations are some which you may have used in selecting students for the employment preparation course in home economics. In the fall please check those you used. In the spring please rate the effectiveness of consideration used. Comments would be helpful.

Rating: Y - a necessary and appropriate factor in selecting students for the course.
N - a factor which is neither necessary nor appropriate to the selection.

CONSIDERATION	CHECK IF USED (fall)	RATING (spring)	COMMENT (spring)
Level of academic achievement: Overall average------------- Standing in class----------- Home ec course average------ Other (specify)-------------			
IQ: Low (75-90)----------------- Average (90-110)------------ Above average (110 or more)-			
Aptitude test or interest inventory: Which one?________________ Which section?_____________			

CONSIDERATION	CHECK IF USED (fall)	RATING (spring)	COMMENT (spring)
Age of Student			
Potential drop-out			
Recommendation of teacher: Home economics Guidance counselor Other (specify)__________			
Student request			
Parent request			
Previous work experience (or lack of it)			
Personal characteristics of student (motivation, ambition, disposition)			
Socio-economic status			
Other (please specify)			

NEW YORK STATE COLLEGE OF HOME ECONOMICS
A Statutory College of the State University
CORNELL UNIVERSITY
Ithaca, New York

MEMORANDUM

June 16, 1966

To: Guidance Counselors, cooperating schools, New York State Project #80, Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Occupations Related to Home Economics

From: Mrs. Gertrude Jacoby, Research Associate

I. Considerations in Selecting Students. Please complete the enclosed form.

II. Guidance and counseling support given students enrolled in ______________________________:

III. Student Information. Please bring up to date the enclosed student information sheets.

IV. Did you observe a change in any student enrolled in______ which you attribute to the course (for example, increased confidence, general attitude, improved attendance)? Please elaborate.

V. Follow-up of students participating in NYS Project #80.

Schedule of materials to be prepared at Cornell, and then sent out from cooperating schools under the signature of the teacher of home economics occupational education:

July 5: A double postcard to be mailed each student which will ask his work hours, salary, details of the job*

August 5: Another double postcard. Same procedure.

End of August: Employees will be mailed a rating scale on which to rate their satisfaction with their jobs. Employers will be mailed scales for rating employees trained in Project 80 Pilot Programs.

*only for students returning to school in September.

End of October: Double postcard to graduates or school dropouts who continue working fulltime after the summer.

End of December: Job satisfaction scales graduates and dropouts. Employer ratings.

We shall send you copies of the information as it is received. Teachers of home economics occupational education will help with the follow-up; we may need to enlist your help also in reaching some of the students and employers.

Postcard to Students

Name______________________ School________________

Job_______________________ Place_________________

Pay per hour______________ Hours per week__________

What do you like about your job?

What do you not like about your job?

Any special problems?

NEW YORK STATE COLLEGE OF HOME ECONOMICS
A Statutory College of the State University
CORNELL UNIVERSITY
Ithaca, New York

STUDENT INFORMATION

Name________________________ Guidance Counselor____________

Birth date____________________ School______________________

Rank in class:

9th grade _______ in a class of ______

10th grade _______ in a class of ______

11th grade _______ in a class of ______

12th grade _______ in a class of ______

IQ scores:

Score	Date	Test
Score	Date	Test
Score	Date	Test

Aptitude Tests:

Please indicate any scores on aptitude or interest tests which would be of significance for a course on employment in home economics:

Please indicate any other indicated interests of the student:

Attendance Record:

9th grade _________ absences

10th grade _________ absences

11th grade _________ absences

12th grade _________ absences

How would you rate the health of the student?

Excellent _____ Good _____ Fair _____ Poor _____

Does the student have any handicaps or other conditions which would be important to know when evaluating his work? Yes_____ No_____ If YES, please describe briefly:

School Record:

Please indicate below (or on a form you customarily use) the student's academic record.

9th Grade	Course	Mark	Units	Regents
10th Grade	Course	Mark	Units	Regents
11th Grade	Course	Mark	Units	Regents
12th Grade	Course	Mark	Units	Regents

Formulae Used in Item Analysis of Instruments

Adaptations of Item Discrimination Formula Where Each Item Has Maximum Value Greater Than One

$$D = \frac{\sum X_H - \sum X_L}{N \cdot M}, \text{ where}$$

X_H = total item score for high group

X_L = total item score for low group

N = number of pupils in each of the two groups

M = maximum possible score

Item Discrimination for Rating Scales When Individual Cells Are Not Scored

$$D = \frac{\frac{U_t}{N} - \frac{L_t}{N}}{M}, \text{ where}$$

U_t = total item score for high group

L_t = total item score for low group

N = number of items scored in each group

M = range of possible scores: in this case, 5.

Variables in the First Correlation Matrix for the Total Sample

Variable Number	Variable Name
1	Sex
2	Type Course: Food Service or Child Care
3	Grade
4	Socio-Economic Status
5	I Q
6	Age
7	Mother's Occupation
8	Mother's Educational Level
9	Father's Educational Level
10	State of Health
11	Attitude Toward Work - fall (I)
12	Attitude Toward Wrok - spring (II)
13	Married Women Working I
14	Married Women Working II
15	Reactions to Children I
16	Reactions to Children II
17	Stanford Achievement Test - Reading
18	Stanford Achievement Test - Numerical Competence
19	Achievement Test - Food Service I
20	Achievement Test - Food Service II
21	Achievement Test - Child Care I
22	Achievement Test - Child Care II
23	Background Units in Vocational Education
24	Average of the General Scales - teacher rating fall (TR I)
25	Average of the General Scales - teacher rating spring (TR II)
26	Becoming Employable - TR I
27	Becoming Employable - TR II
28	Management - TR I
29	Management - TR II
30	Absenteeism
31	Absenteeism Difference from Last Year
32	Cumulative Academic Average
33	Current Academic Average
	Expectations of Working:
34	after High School I
35	after High School II
36	after Marriage I
37	after Marriage II
38	after Children I
39	after Children II

Variable Number	Variable Name
41	after Children in School I
42	after Children in School II
43	after Children Leave Home I
44	after Children Leave Home II
45	Total Expectations of Working I
46	Total Expectations of Working II
47	Attitude Toward Home Economics I
48	Attitude Toward Home Economics II
49	Need to Earn Money I
50	Need to Earn Money II
51	Attitude Toward School I
52	Attitude Toward School II
53	Attitude Toward Type Job I
54	Attitude Toward Type Job II
55	Interest in Occupational Training I
56	Interest in Occupational Training II
57	Expectation from the Course I
58	Expectation from the Course II
59	Self Confidence I
60	Self Confidence II
61	Attitude Toward Working with Others I
62	Attitude Toward Working with Others II
	Type of Work Experience
63	Outside/In School
64	Paid/Unpaid
65	Related/Unrelated to the Course
66	Hours per Week Outside Work - pre Course
67	Total Hours Type I Work Experience in Course
68	Total Hours Type II Work Experience in Course
69	Total Hours Type III Work Experience in Course
70	Total Hours Type IV Work Experience in Course
71	Total Hours All Types Work in Course
72	Units Earned for Work Experience
73	Total Amount of Money Earned During Course
74	Job Status - pre course
75	Job Status - post course
76	Job Status - follow-up
77	Hourly Wage - pre course
78	Hourly Wage - post course
79	Hourly Wage - follow-up
80	Employer Rating
81	My Job
82	Type Follow-up: Summer/December
83	Average of Specific Skills Scales TR II
84	Concept of Self in the Working World I
85	Concept of Self in the Working World II

Variables used in the Correlation Matrix on General and Specific Scales for the Total Sample

Variable Number	Variable Name
1	Becoming Employable - teacher rating fall (TR I)
2.	Becoming Employable - teacher rating spring (TR II)
3	Becoming Employable - student rating fall (SR I)
4	Becoming Employable - student rating spring (SR II)
5	Management - TR I
6	Manegement - TR II
7	Management - SR I
8	Management - SR II
9	Sanitation - TR I
10	Sanitation - TR II
11	Sanitation - SR I
12	Sanitation - SR II
13	Safety - TR I
14	Safety - TR II
15	Safety - SR I
16	Safety - SR II
17	Average of General Scales - TR I
18	Average of General Scales - TR II
19	Average of General Scales - SR I
20	Average of General Scales - SR II
21	Average of Specific Skills - TR I
22	Average of Specific Skills - TR II
23	Average of Specific Skills - SR I
24	Average of Specific Skills - SR II
25	Employer Rating
26	"My Job" Rating

Status Assigned Occupations, Using NORC Scale (1963) as a Guide

Occupation	Rating	NORC, Comparable Occupation
Chain maker Paper maker Plasterer	68	Carpenter
Bar owner Playground director	63	Barber Machine operator in a factory Owner-operator of lunch stand
Butcher Electrician's helper Printing shop	62	Garage mechanic Corporal in regular Army
Clerk bookkeeper General Clerk Office clerk Sales girl Secretary	56	Clerk in a store Milk route man Streetcar motorman
Baker	55	Lumberjack Restaurant cook
Factory hand Locker room attendant	51	Filling station attendant
Furrier's helper Interior decorator's helper	50	Coal miner Dock worker Night watchman Railroad section hand
Cook's helper Foods lab assistant Shipping clerk Stock boy Usher	49	Restaurant waiter Taxi driver

Occupation	Rating	NORC, Comparable Occupation
Cashier	48	Bartender
Construction		Farm hand
Counter girl		Janitor
Dental Assistant		
Diet Aide		
General worker		
Lumber hauler		
Mailroom boy		
Mechanic for bowling alley		
Nurse's aide		
Sells cards		
Mail sorter	45	Clothes presser in a laundry
Office boy		
Pinsetter in bowling alley		
Candy girl - movies	44	Soda fountain clerk
Greenhouse worker		
Hat check girl		
House worker - cleaner		
Mother's aide		
Nursery room aide		
Salad girl		
Babysitter	42	Share cropper (one who does not own livestock or equipment and does not manage farm)
Dishwasher		
Riding instructor		